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The Practical School. V.

By F. W. HEWES, East Orange, N. J.

It should be repeated and emphasized that the object of school work is never to make mathematicians, or grammarians, or historians, or geographers, or musicians, or draughtsmen, or scientists, but *thinkers*. The power of independent thinking is the best possible equipment for any human experience. It is the one great weapon by which leading men have always won their way to success.

Thought Power.

From the entrance into the grammar school, therefore, the child's work should be planned radically to spur the reasoning power, and the chief instrument should be the analysis and application of arithmetical principles or of grammatical principles; whichever is the better adapted to train the child's ability to relate cause and effect. Secondly the child is at the same time to be made as proficient as possible in penmanship, spelling, and reading.

The first is to be accomplished by daily tasks of sufficient requirement to occupy sharply by far the larger share of all the study periods available in each day's schooling; the second by daily or semi-weekly exercises and drills on assigned tasks requiring a much smaller part of the study periods.

The tests ("recitations") should be carefully and strictly recorded in each of these two divisions of the work and in no other, except deportment and attendance.

General Knowledge.

Thirdly, the child is to be incidentally equipped with such a knowledge of current events as may be gleaned by daily conversations on such topics. The basis for these conversations is best laid by the reading of a daily paper placed on a reading table, surrounded with chairs, in one corner of the school-room. The paper should be separated into single leaves, and the pupils be allowed to go and come without hindrance whenever they find time during study hours. Crime and party politics should be excluded from the conversations.

Incidentally, also, the child is to gain such a knowledge of the outlines of history, geography, and the simpler sciences, and such ability to sing and draw as may be had by weekly exercises with talks and readings on these topics. On no account, however, are any tasks to be assigned, or any records kept of the work done on any of these topics. The child's school grade is no more to be judged by his knowledge of these subjects than by his knowledge of political parties, or floriculture, or manufacture, or his ability to walk gracefully, or to talk fluently.

Whatever knowledge he gains on these subjects is to be held as incidental, however desirable; just as, in later years, whatever knowledge a successful merchant or farmer may have of Congress, or railroading, or music, or art, or politics is incidental to his principal knowledge, the knowledge by which he gains a livelihood for himself and his family and aids the needy of his community.

Two Grades.

In the grammar school work (four years) two grades under one teacher, and two grades under another teacher, will permit the needed study periods for the preparation

for tests. No "recitation" seats will be required, as the children are older, and do not so much need the frequent relaxation which the marching to classes gives. The change from study to test every thirty minutes will give a quiet mental relief. By seating one grade wholly on one side of the room, and the other on the opposite side, the testing of one grade will not disturb the study of the other.

Program.

The following is suggested as a good working program for each of the two rooms in which the four years of the grammar school work is accomplished:

A. M.

9.00—9.10	10 min.	Opening Exercises.
9.10—9.40	30 "	General Study Period.
9.40—10.10	30 "	Arithmetic Division (Older Grade).
10.10—10.40	30 "	Arithmetic Division (Younger Grade.)
10.40—11.00	20 "	Recess.
11.00—11.30	30 "	Penmanship—Grades alternate to Thursday—(Friday—Grammar Review).
11.30—12.00	30 "	Read and Spell. Friday, Arithmetic Review).

P. M.

1.00—1.30	30 min.	General Study Period.
1.30—2.00	30 "	Grammar Division (Older Grade).
2.00—2.30	30 "	Grammar Division (Younger Grade).
2.30—2.50	20 "	Recess.
2.50—3.20	30 "	Weekly Topic (Geography or History, or "Science," or Music, or Drawing).
3.20—3.50	30 min.	Current Events (Friday, "Literary Exercises") Dismissal.
3.50—4.10	20 min.	Teachers' Records—Teachers' Meetings.

Special value attaches to the general study period at the first of each session, as furnishing a profitable interval for the transition from out-of-door muscular activity, to the severe mental tests following, as well as providing, a half hour of very quiet study for every pupil.

This program provides two and a half hours for study and the same time for tests and exercises. Five hours per day of close mental work is all that children from ten to fourteen years of age should ever be permitted to undertake. Therefore no books or tasks are to be taken home.

Weekly topics may be identical in the two grades, so that each grade will go twice over the ground, and in this way the older grade will act as a spur to the younger. Current events will of necessity be the same for each grade as all pupils will be readers of the same subjects. The grammar reviews and arithmetic reviews will be alternated, week by week, to provide for the two grades.

Two Objects.

This system is planned to accomplish two specific objects:

1. To make the moral training of pupils much more effective.
2. To greatly increase the intellectual or thinking power of pupils.

This second object it proposes to accomplish by very thoro work on a limited number of topics, and those topics the ones best adapted to mental training, and at the same time those which must be used in after life (The English language and arithmetic).

It recognizes the value of the many "studies" which the past twenty-five years have added to the school course, in order that the pupil may have a wider range

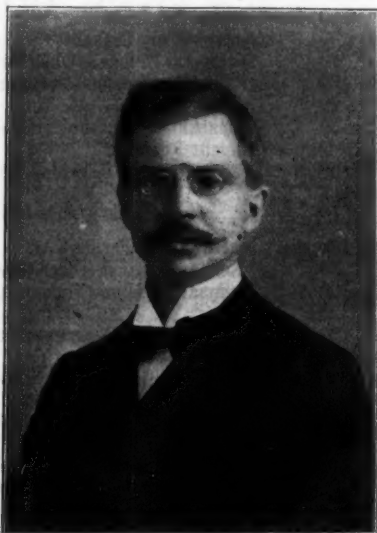
of knowledge. It however takes the ground that these subjects should be strictly used to impart "a wider range of knowledge," and not used for mental training except as an incidental stimulus of large value in that form.

Modifications.

The suggestions made, if adopted, materially modify several features of modern school methods:

1. Departmental teaching is deferred until the pupil reaches the high school. This plan therefore obviates one of the large difficulties of moral training, namely the constant variation (several times daily) of disciplinary influences by the child's being under a teacher of one temperament, one program period, another the next, and a third, the next, and so on. "Too many cooks spoil the broth" may with emphasis be read: Too many temperaments spoil stability.

2. Special teachers for music, drawing, and writing will not be required until the high school work is reached. The teacher in charge will carry the entire training of her two (or three) grades, both moral and mental, in all particulars, except in schools where manual training is included. Even in that case, if desirable, the teacher could alternate manual training with current events (the last period of the afternoon program) on certain days,



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and pass with her pupils to the manual training room, dismissing the unoccupied grade at the close of the weekly topic period; or, if the manual training room had the capacity, train both grades at the same time, giving each its appropriate work.

3. In the five and six-year-old grades, one teacher would take the place of two, because of the alternate occupancy of the same room by the two grades.

4. The burden of lesson records would be greatly lightened, for no records of any but the *task* studies are to be kept. It however provides more complete deportment records. Written examinations are to be abolished absolutely, except in the highest grammar grade, and only two per year there, those being on arithmetic and grammar only.

5. All study is to be done in the school-room under the eye of the teacher. If desirable each thirty-minute "recitation" period of the program may be cut down to twenty-five, and the five minutes given to study aids by the teacher. Of course during the whole of each general study period, the teacher is to attend to personal appeals for aid in study, if such appeals are made. These appeals should be discouraged, for it is only by personal achievement that the pupil makes real progress.

The suggestions made by Mr. F. W. Hewes in his series of articles on "The Practical School" are based on plans actually carried out by Mr. Hewes in his own school. The series closes with the present article; others appeared in THE SCHOOL JOURNAL for March 4, April 8, April 29, and May 6.

Healthful Schools. III.*

Essential Hygienic Conditions.

By ARTHUR NEWSHOLME.

The case can be met only by warming the incoming air. It is irrational to admit cold air, thus causing serious discomfort to all sitting near the points of its entry, and then proceed subsequently to warm the cold air by means of hot-water pipes or otherwise. We all know that this ends in practice in closure of ventilating openings, and then mere re-warming of air which has already been breathed and rendered impure. Re-breathed air in the school-room is even more objectionable than re-cooked food in the dining-room.

Warming.

At this point, I introduce the most recent regulations of the English education department as to warming, tho they leave much to be desired, as they scarcely recognize the importance of the fundamental principle on which I have for many years laid stress—that warming and ventilation should form part of a common process.

The following are the regulations in question:—

"The warming should be moderate and evenly distributed, so as to maintain a temperature from 56° to 60°. When a corridor or lobby is warmed, the rooms are more easily dealt with, and are less liable to cold draughts. Where schools are wholly warmed by hot water, the principle of direct radiation is recommended. In such cases open grates in addition are useful for extra warming occasionally, and their flues for ventilation always.

"(a) A common stove, with a pipe thru the wall or roof, can, under no circumstances, be allowed. Stoves are only improved when—

"(i) provided with proper chimneys (as in the case of open fires);

"(ii) of such a pattern that they cannot become red-hot, or otherwise contaminate the air;

"(iii) supplied with fresh air, direct from the outside, by a flue of not less than 72 inches superficial; and

"(iv) not of such a size or shape as to interfere with the floor-space necessary for teaching purposes.

"(b) A thermometer should always be kept hung up in a school."

It is evident that the method of warming here chiefly contemplated is by means of hot-water pipes or steam on the "direct radiation" principle. When such hot water or steam pipes are arranged without any provision for the entry of air over them which is warmed in transit, we must condemn them in toto. The system has been described in America as "one of the most killing systems in existence." The only legitimate plan is to combine the warming with the admission of fresh air. What is wanted is an abundant supply of air at a temperature not lower than 50° and not higher than 65°. Such warm air is expensive, but it is worth the money, for the teacher is amply repaid in improved health and in increased power of work for both scholars and teacher.

Having stated the main principles of combined ventilation and warming, it is clear that the application of these principles will vary greatly according to circumstances. In small school-rooms we may trust to natural ventilation thru windows, doors, and Tobin's tubes, combined with admission of fresh warm air which is passed alongside the flue of a good school stove. A sufficient exit for foul air is provided in such small chimney-breast, which leads into a separate flue running up alongside the chimney flue, and communicating similarly with rooms on each floor of the building.

In every instance one ought not to trust solely to any system of ventilation, but to throw doors and windows—top and bottom—widely open in the intervals of school work, so as to secure liberal perfusion of fresh air.

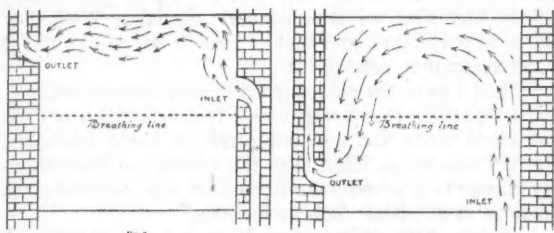
The English education code's requirements as to size

* This concludes the series of articles on "Healthful Schools." Other articles on this subject appeared in THE SCHOOL JOURNAL for April 1 and May 6.

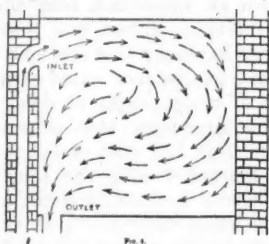
and position of air-inlets for each child ($2\frac{1}{2}$ square inches) may be further criticised. If we assume that 660 cubic feet of air are required by each child per hour, the above size of opening requires that the entering air shall be traveling at the rate of 10-6 feet per second, or $7\frac{1}{2}$ inches a rate which is unbearable at the winter temperature. Then we are told that the outlet for foul air must be at the highest part of the room. This is correct, when dependence is placed upon the natural operation of open windows, etc. If, however, the incoming air is warmed—and it should be—the top of the room is the very worst place for discharging it.

Take, for instance, a case where the inlet is a Tobin's tube, or similar arrangement, the air passing thru which is warmed by a steam coil about 5 or 6 feet above the floor-level, and the outlet is into the chimney-breast near the ceiling. Then the state of things shown in Fig. 2 is produced.

It is evident that there is an upper stratum of pure



air, and a lower stratum of comparatively impure and stagnant air.



Even with inlet and outlet at opposite sides of the school-room on the floor level, complete circulation of air is not secured, as shown in Fig. 3.

The best relative position of inlet and outlet with mechanical ventilation is shown in Fig. 4.

Dr. Wheatley, of Blackburn, has given the following important figures on this point, derived from an examination of the air in seven elementary schools:

School No.	Square inches of inlet and outlet per head.	CO ₂ per 1,000 of air.
1	6.48	2.0
2	2.88	1.0
3	2.88	2.3
4	2.16	1.6
5	7.92	1.5
6		2.1
7	6.48	1.4

School Furniture.

Much of the comfort of school life depends on the adoption of the best forms of desks and seats, blackboards, etc. Bad postures during school work, and especially the twisted position, with the left arm resting on the desk during writing, help in the production of lateral curvature of the spine, particularly in rapidly growing girls. Round shoulders and flat chest, impeding the functions of heart and lungs, are also favored by the cramped position induced by defective desks and seats; and the habit of leaning forward close over the copy-book or reading book, necessitated by such badly arranged seats and desks, may produce short-sightedness, which in its turn increases the necessity of the improper postures. Thus a vicious circle is entered, each evil mutually intensifying the other. On the contrary, it is well to remember that even the best arrangements of desks and seats will not obviate the evils associated with long continuance in one posture. A few minutes interval will always be beneficial in securing upright postures, and at the same time will improve the quality of the school work.

The most satisfactory plan is to have a single adjustable desk and seat for each scholar. This ensures a purer

atmosphere and a much lighter risk of contagion than with dual or longer desks. The single desks also keep down the size of the class. The necessity for this applies particularly to elementary schools. Classes of sixty or seventy children are not uncommon in the best public schools. There is a tendency for the size of the class to grow. Not only does this produce an injurious strain on the teacher's voice and powers, but it prevents him from giving such individual attention to his pupils as good teaching demands. The class should not exceed forty, or at the outside fifty pupils.

As to the slope of desks, I am of the opinion that 30° is preferable to 15° for writing, and that the angle should be increased to 45° for reading.

The desks should be placed at right angles to the light. The distance between the front edge of the seat and vertical line dropped from the edge of the desk should, for writing purposes, equal zero, or be a small negative quantity. The difference between the height of seat and desk should equal the length of the forearm, or one-sixth the height of the scholar, when it will be found that the under part of the forearm will rest comfortably on the desk-top.

The height of the seat should correspond to the length of the scholar's leg from sole of foot to knee. The seat should be at least eight inches wide.

The Ancient School Fad. IV.*

How it was Burlesqued Out of the School-Room.

By WILLIAM A. MOWRY.

The school committee, one day, called on Mr. Thaxter making their periodical, official visit, as required by law. Zach. showed off his school as best he could. The first class in arithmetic squared the circle, did examples in double position, duodecimals, and compound proportion. The first class in grammar gave definitions of the four parts of grammar, viz:—ortho-graph'y, etymo-lo'-gy, swine'-tax, and pre-so'-dy; recited fourteen rules for spelling, and sixteen rules for syntax; parsed from Pope's "Essay on Man;" and did successfully other feats of ground and lofty tumbling. The writing books were duly examined and the penmanship commented on. Other classes showed off and finally the reading classes were called into requisition. After the reading, one of the "committeemen," the lawyer (pettyfogger) of the town, innocently inquired of Mr. Thaxter, if he had his pupils read in concert. Zach. did not quite understand what that meant.

"Sir?" said he.

"Do you practice reading in concert?"

"No, sir," said Zach., "no, I haven't done that yet."

"Well," said the squire, "I think it would be a good plan to try it; most of the best schools in our large towns are now using that method."

The chairman of the committee then made his official address to the school (he was the country doctor), in which he praised the school for their "order," for "speaking up loud," for their proficiency in grammar and arithmetic, and some other "pints." He hoped they would improve all their "opportunities," and be mindful of the "juties" they owed to their parents and teachers and to the community in which they lived and which had given them such excellent advantages of education. After this the "visitation" (see Webster's fifth definition) was ended.

But it left Mr. Thaxter in a "state of mind." What was reading in concert? Reading aloud and reading "to one's self;" reading at home and reading at school; reading in the Bible and reading in the readin' book, he understood, but "readin' in concert," well, what in the name of goodness is that?

* This closes the series of charming sketches, by Dr. Mowry, of school life in the New England of fifty years ago. Others appeared in THE SCHOOL JOURNAL for April 5, April 29, and May 20.

In the evening he went down to the next village and called on his brother teacher, Mr. Tobias Rodney, who told him that reading in concert simply meant "the whole class readin' together."

"What," says Zach, "all readin' the same thing or different?"

"Why, the same thing, of course," replied Rodney.

"Well, that's easy enough," said Zach, "but how about modulatin' their voices?"

"Well," says Rodney, "you can't do that very well, in some schools."

"No, I should say not, especially in my school. Howsomever, I'll try it."

"So Mr. Zach. Thaxter returned to his school the next day with the determination to undertake the new system of reading in concert. But we will let him tell the story, as he told it to me many years ago, in private, at the time when he was attending the great annual state meeting of the teachers. At this gathering some advanced methods, "some new fangled notions," as Zach. called them, were suggested by certain Boston masters and others, which Mr. Thaxter assured me could no more be carried out in the country schools than could concert reading. And then he told me of his experience in this matter.

Some Difficulties.

"I tried it on with my first class. I began with the story of the "Rude Boys and the Apple Tree," from the "Old Blue-Back Spelling-Book."

"An old man found a rude boy in one of his apple trees stealing apples, and he desired him to come down, etc."

"Well, in this class was a small, pale-faced girl who lived with her grandmother, a toothless old crone. This girl had a weak voice, pitched naturally on a high key. Then there was another girl who lived with her grandfather, an aged, superannuated Methodist minister, and she had the swinging voice and the Methodist intonation natural in such case. Another member of the class was a boy who stuttered. His voice would go like a house-a-fire when he got started, but sometimes it was contrary and would not start, and then again it would stop and be balky. Still another young man, a six-footer, eighteen years of age, who drove oxen much of the time, had a stentorian voice, tremendous in power, and on a very low pitch."

And so he went on describing the various members of the class and showing how perfectly absurd it would be to try to start up that chorus all together. But he tried it, and they read together the first sentence. In self-defence he yelled for them to stop, but in the avalanche of voices he could not be heard. They read the story all thru, and then stopped, one by one. One finished and all the rest were still reading, one pronouncing one word while another was on a different word, and so they finally came out to the end, one by one, like the singing of an old-fashioned fugue tune. But the effect of it was like turning on all the stops and opening all the pipes of an organ. It was simply terrific. Talk about the laceration of the nerves. It was like cutting and carving, and cross-cutting at that, all the nerves of the whole body at once.

"But what was I to do?" said the master. "The committee had ordered me to have concert reading. Their order was law. I must obey. But was I to be killed, murdered outright,—nay, flayed alive, and every nerve in my body to be hung, drawn and quartered, sawn asunder, burned with fire, and I submit to all the tortures of the Inquisition? But what was to be done?"

The Difficulties Overcome.

"My only course was to find some way of modifying their voices. So, after a deal of planning and many unsuccessful experiments, I finally struck upon this device. I had the boys and girls read thru tunnels. For the weaker voices I procured small tunnels, and for the heavier, stronger voices I got larger ones. This proved to be a grand invention. It toned down the various kinds of

voices to nearly the same size. For the majority of the class this device worked well. But there were several whose voices were beyond the capacity of any tunnels. So I had one boy read thru a two-gallon rundlet.* Another needed a large rundlet. Still another a half barrel, and for my six-foot "gee-haw" boy with the stentorian voice, neither a barrel nor a molasses hogshead would answer the purpose. Finally, after many trials with various devices I sent him up on the roof of the school-house to read down the great stone chimney. This, together with the modifying effect of the distance which this carried him from the class, just worked to a charm.

"When I had experimented a while, and had the class sufficiently trained, I invited the school committee and all the teachers around to witness an experiment in concert reading with my new apparatus. The result was a perfect success. I explained my principle, and tested the plan with my first class. Then by way of contrast I told the boys and girls to read that story of the rude boy without my patent machinery, and to "go it," just as they did the first time we tried concert reading. Well, they did it to perfection, and such a time as we had! But I won't attempt to describe it.

"Then I gave the company my idea of concert reading, and I told them that I might be a fool, but if I was I did not stand alone and was not afraid of being lonesome. But if I was *not* an idiot, then the attempt to have ordinary classes in a school read in concert was calculated to make of us all either fools or lunatics.

I explained the object of reading, and expatiated upon the inflection, and finally reminded them that God never created an army to move as automatons, but that the entire human race had been made as individuals, that all natural and proper action was individual action, and that while we had to teach our pupils in classes this was only a matter of convenience so that one teacher could care for a number of scholars, each of whom might be doing by himself and for himself the same work that others were doing, thus economizing in time, but that, except in singing, when the pupils had learned to sing the same notes on the same key, the voices of a whole class could not successfully be used at the same time and even in singing, four parts were necessary for the higher and lower voices.

"This experiment convinced all who heard and saw it of the utter futility of concert reading, and it has never been practiced since that time in a single school in that town or vicinity to the present day."

* A rundlet was an old-fashioned small-sized wooden barrel varying in size from two and three gallons to a half barrel.

Consolidation of New England Schools.

Fifty years ago the district school system, according to the report upon the subject by Mr. G. T. Fletcher, in New England was at its best. Population was more evenly distributed than now. It is a fact that the area of woodland in Massachusetts is much greater in 1899 than it was in 1799. Every township took pride in its schools, which were large and in the main well taught. Twenty-five pupils constituted a small school; fifty was about the normal number. The teachers in the winter term were college students, full of contagious enthusiasm for learning. In the summer, young women from the academies took their turn and generally got excellent results.

Time has changed all that. A few towns remain where typical New England conditions prevail, but the drift of population to the cities has left many of the old townships almost depopulated. The character of the district school has deteriorated. There are far too many in proportion to the population to be served. The necessity for consolidation has everywhere become apparent.

To secure consolidation one thing is imperatively necessary. That is the conveyance of children at public expense. In Massachusetts there has been, ever since 1869,

a law allowing such conveyance. Only lately have the townships begun to avail themselves of its provisions. It has become clear that it is more economical to spend money for conveyance than to keep up schools with few or no pupils. A school with five pupils means an expense of at least fifty dollars per pupil; in a school of twenty-five pupils the cost will be only about ten dollars per capita.

A good many objections have been made to the principle of consolidation—some of them valid, others merely specious. It is undoubtedly true that there is some risk to the health of children on account of long rides in unseasonable weather. It is further true that the cold dinners, hastily eaten at recess, are calculated to rear up a race of dyspeptics. Yet it is claimed by the advocates of the system that such evils as these can be reduced to a minimum by a thoughtful school board.

It is to be noted, however, that no township in which there is a strong sentiment against public conveyance is by law compelled to adopt it. The law simply makes it the duty of every town to provide and maintain a sufficient number of school-houses for the accommodation of all children entitled to attend. It is a working principle, which is generally followed, that all children not within walking distance of the school are conveyed to it at public expense. As to what constitutes a reasonable walking distance, that is left to the school board to decide.

Some few figures relating to the amount spent for conveyance in Massachusetts will be interesting.

Cost of Conveyance in Massachusetts.

Year.	Amount Expended.
1892-93,	\$50,590
1893-94,	63,617
1894-95,	76,608
1895-96,	91,136
1896-97,	105,317
1897-98,	123,032

In the other New England states similar provisions for consolidation are made. There is in Maine a law authorizing the superintendent in each town to procure conveyance for such children as need it. In New Hampshire, school boards may appropriate a portion of the school funds, not exceeding twenty-five per cent., for transportation purposes. Similar laws exist in Vermont and Connecticut.

The question is often raised, "How far has the school committee power to expend money for conveyance? Has it any power to do so in the absence of a specific appropriation for purposes of conveyance?"

It may be said in a general way that each committee must answer this question for itself. It is undoubtedly preferable that there should be a specific appropriation, based upon an intelligent estimate of the amount required. Where no such appropriation is made, the board will, as a rule, be justified as regarding money spent upon conveyance as part of the "sums for the support of public schools authorized or required by law." It is true that up to 1896 the word "support" was understood to mean only the wages and board of teachers, the fuel for the schools, and care of fires and school-rooms. Yet in the popular thought "support" has for a long time meant much more than this. It has covered text-books and supplies, supervision and sundries, and even expenditures for repairs. Moreover, in Massachusetts, the phrase "the transportation of children," has since 1896 been included in the statutory definition of support. So that there can be no doubt, in that state at least, of the authority of the school board to mean expense for transportation of children, even in the absence of special appropriations.

Circulars of inquiry have been sent out to all the towns in Massachusetts which are known to have attempted consolidation and many interesting experiences have been gathered. Sixty-five per cent. of the towns of the state have been compelled to close some of their schools.

Quincy was the earliest town to enter upon consolida-

tion. Experiments there were made as far back as 1869. Montague was another pioneer of the movement. Its supervisor reports that the consolidation effected in 1875 saved the town about \$600 a year. In Concord experience has shown that since the consolidation in 1879 the population of the outlying farms has steadily increased. It is not unlikely that this is due to the willingness of young married people to settle on farms, now that their children are assured of the excellent school facilities provided by the village.

The question of what constitutes a reasonable walking distance is variously settled in different towns. It would be safe to say that a mile for small children and a mile and a half for the older children is the general rule. In some places preference is given to girls in the matter of conveyance; in other no distinction of sex is made.

Methods of payment vary widely. Sometimes parents are paid at a fixed rate per term for bringing their children. Some parents bring their own and their neighbors' children for a moderate sum. Many pupils ride in electric cars at half rates as per agreement with the street railway company. In some places contracts are placed with expressmen who transport the children at so much per capita. Contracts generally call for covered vehicles.

Some towns of the state report that they see no need of consolidation; that their district schools are large enough and popular enough to warrant their maintenance. It is undoubtedly true that in such communities little is gained by consolidation. Many of these district schools are taught by women of experience and culture, who would rather teach at a small salary in the home town than at a larger salary elsewhere. But where diminishing population has rendered the district school system ineffective, there it is the duty of the state to step in and demand that good educational advantages shall be secured to every child.

An Art Exhibition.

How it Was Used by the Public Schools.

By SUPT. GEORGE GRIFFITH, Utica, N. Y.

Our recent experience with a local art loan exhibition has been so beneficial to the pupils of our public schools that I take a little time to write about it in the hope that the account may contain a suggestion to other cities. It is probable that similar action has been taken in other places, but I have not noticed any account of it. We owe the suggestion and initiative to one of our lady principals.

A very fine collection of oil paintings had been collected for an exhibition in aid of a local hospital. Arrangements were made with the managers by which children of the public schools, in charge of their teachers, might visit it for the nominal fee of ten cents, during the forenoon when there were few other visitors. In advance, teachers visited the exhibition, studied the best pictures, and talked to their classes about these pictures, the children making note of such as they were especially to study. As far as practicable something was learned about a few of the artists whose pictures they were to see and study. A program was fixed giving the hours in which the different classes and schools were to visit the exhibition. The matter was thought of at such a late date, that when the preliminary arrangements were made only Thursday, Friday, and Saturday forenoons were left in which to visit. Beginning at 8.30 A.M. groups of about two hundred children and five or six teachers were sent every hour until 12.30 during two days. Saturday morning only one group went. At all times from five to ten of the managers of the exhibition were present to help the teachers in guiding and teaching the children about the pictures. Upon the return of a class to school further lessons were had upon what had been seen. These lessons are not yet ended. Regular school work was gladly suspended during the visit and for such time im-

mediately before and afterward as was necessary to make the visit most beneficial.

Every pupil in the city belonging to the sixth or higher grades, including the high school, was given the opportunity and urged to go. No one was compelled to go. From 90 to 95 per cent. of these grades—a total of over sixteen hundred pupils—did go. So far as they were willing to do so the pupils brought their own ten cents for admission: to others, free tickets were privately offered in such a way as not to hurt their feelings. Excepting one school where a generous citizen paid the admission of all the children, all but one hundred paid for their tickets. Without solicitation or publication I received from each of two other citizens the offer to pay for all children who could not purchase tickets for themselves. The number of such was so small that it was not necessary to take advantage of these offers; but the deficiency was made up by a few connected with the schools, and the full price of all tickets used was turned over to the managers of the exhibition.

One fear of some people was shown by our experience to be entirely groundless. I refer to the fear that among the hundreds of children thus gathered from every part of the city there would be some who would not appreciate this special opportunity, and would be disorderly and mischievous, and might thus injure some of the valuable pictures so prized by their owners. The entire absence of any such spirit was something of a surprise even to us who had the greatest faith in the children. Tho all the pupils were taken from these grades, even in the toughest parts of our city, *there was not one case of mischief seen nor the slightest damage done to any picture by any child.* The managers were quite extravagant in their praise of the entire behavior of the children. Several lessons may be drawn from this fact.

I think I am correct in saying that all having any connection with the movement,—pupils, teachers, school officers, managers of the exhibition, and parents,—agree that much good and only good have resulted from the undertaking. I specify a few of the good effects:

(1) A decided increase in the interest of a certain class of our citizens in the public schools and a higher appreciation by our best people of the work that is being done in the schools. We have hopes that this interest and appreciation may result in the decoration of some of our school-rooms with good pictures and statuary.

(2) Great aid to, and higher ideals in, the regular drawing and other art work in the schools.

(3) Greater knowledge and appreciation of good pictures. Very few talked about the number of dollars the picture cost, but many talked and inquired about the artist and what the picture meant or expressed. We were impressed with the many illustrations of the penetration and naturalness of the children's interpretation of the pictures.

(4) Greater general interest in art. The children are observing other pictures as they run across them, and are planning to visit other exhibitions or art museums as they may have the opportunity.

(5) A great and pure pleasure to hundreds of boys and girls from homes where a good picture is never seen.

(6) A moral uplift and inspiration whose strength, extent, and result none of us can foretell.

The proposition to found a memorial library to perpetuate the memory of the late Herbert Quick, of which mention was made in THE SCHOOL JOURNAL—has taken definite shape. At the time of Mr. Quick's death in 1891, his collection of nine hundred volumes on modern education was given by Mrs. Quick to the library of the Teachers' Guild. It is now proposed to raise £500 by subscription. The interest will be applied to the increase of the library, which will hereafter be known as the Quick Memorial Library. Subscriptions should be sent to Dr. Nicholas Murray Butler, Columbia university, New York, who has kindly consented to act as treasurer of the fund for the United States.

The Heavens for June.

By MARY PROCTOR, NEW YORK.

During the month of June, the Great Bear occupies the northwestern sky, the Little Bear being midway between the northern horizon and the point overhead. Following the direction of the three stars in the handle of the Great Dipper, Arcturus, the leading brilliant in Bootes, is due south. Curving a little from Arcturus and downward toward the southwest, we come to the bright star Spica in the constellation of Virgo. It is interesting to compare the ruddy hue of Arcturus with the pure white light of Spica, and then glance at Antares, the bright red star marking the heart of the Scorpion, which is rising in the southeast.

Between the Scorpion and Virgo, is the constellation of Libra, while low down in the South is the Centaur, which is represented in the olden star charts as bearing on his spear Lupus, the Wolf. Corvus and Crater are in the southwest, apparently resting on the back of the serpent (Hydra), which stretches from the southern to the western horizon, holding his head close to the west point, and directly under the constellation of Cancer, the Crab. In this constellation is the pretty little Bee Hive cluster, which a small telescope can resolve into stars.

The two stars on each side of the cluster, Gamma and Delta, were known to the ancients as the Aselli, or the Ass' Colts, which were pictured as feeding from the silver manger, the real name of the cluster being Praesepe or Manger. In the olden times the Manger was a weather sign, and Aratus advises his readers to

" . . . watch the Manger; like a little mist
Far north in Cancer's territory it floats.
Its confines are two faintly glimmering stars;
These are two asses that a Manger parts,
Which suddenly, when all the sky is clear,
Sometimes quite vanishes, and the two stars
Seem to have closer moved their sundered orbs.
No feeble tempest then will soak the lees;
A murky manger with both stars
Shining unaltered is a sign of rain."

Since the Manger can only be well seen when the atmosphere is clear, it naturally follows that it fades from sight when the air is heavy with mists, forerunner of a coming storm. Midway between the western horizon and the point overhead is Leo with its leading brilliants Regulus and Denebola. Filling the space between Leo and Bootes, is Coma Berenices, and north of it, is the constellation Canes Venatici, Gemini and Auriga are disappearing in the northwestern skies, while Aquila with its steel blue star Altair is rising in the east. In the northeast are Cygnus and Lyra with its bluish-white gem Vega, forming a striking contrast to the orange hue of Gamma and the white of Beta, the two eyes of Draco.

The Dragon curves in and out between the Great and Little Bear, having its head close to Lyra, and directly under the foot of Hercules. Hercules occupies the space between Lyra on one side and Corona Borealis and the Serpent's head on the other, while south of it is the constellation of Ophiuchus, who is represented on the olden maps as holding the serpent in his hand. In the northern skies, are Cepheus, Cassiopeia, and the insignificant constellation of Camelopard, while Auriga is setting in the northwest.

Mercury is a morning star during the month of June, and in superior conjunction (i. e. the sun is between the earth and the planet) with the sun at 2 P. M. on June 14.

Venus is also a morning star, and rises nearly two hours before sunrise during the month. It is in conjunction with the moon, at eight o'clock on June 5.

Mars is well placed for observation, tho it is no longer very conspicuous. During the month it continues its journey eastward thru Leo almost in a direct line with Regulus which it passes before the end of the month.

Jupiter is very well placed for observation, being in the extreme eastern part of the constellation Virgo, and therefore visible during the entire night.

Saturn is south of Ophiuchus, and entering Sagittar-

ius, having taken its departure from Scorpio. It must be looked for in the southeastern part of the sky, and is detected by its yellowish hue. It is in opposition (i. e., it is on the same side of the sun as the earth, and the earth, Saturn, and sun are in line) with the sun on June 11th, at nine in the morning.

Uranus is in the constellation Scorpio, and above the horizon the entire night. It is a few degrees north of the ruddy star Antares in the heart of the Scorpion, and is a sixth magnitude star of a greenish tint, and just within the limit of naked eye visibility.

Neptune is approaching Gemini, and is not well placed for observation, since Gemini sinks below the western horizon about nine o'clock on June 7th, and at eight o'clock, near the end of the month. It is a ninth magnitude star and too faint to be seen without a telescope.

The Mechanics of a Book. II.

By CHARLES WELSH.

Let us turn to the book as we know and see it to-day. One of the first things we notice about books is their varying size and shape. So far as the shapes are concerned, they may be broadly divided into folios, quartos, and octavos; we have also twelvemos, sixteenmos, thirty-twomos, etc. These names are all derived from the number of times the sheets are folded when printed. Once folded, they give a book in folio, twice folded, in quarto, thrice folded, in octavo, and so on. The size of the book is determined by this, and by the size of the sheet of paper on which the book is printed. There has been much confusion in the description of the sizes of books, and the librarians of the world have agreed upon a standard nomenclature of sizes, which is as follows:

F. Folio	Books up to 14 in. high.
Q. Quarto	" " " 12 " "
O. Octavo	" " " 10 " "
Twelvemo
D. or	" " " 8 " "
Duodecimo
S. Sixteenmo	" " " 7 " "
T. 24mo.	" " " 6 " "
Tt. 32mo.	" " " 5 " "
Fe. 48mo.	" " " 4 " "

When the width is less than 3-5 of the height *nar.* is added; if more than $\frac{3}{4}$ of the height *sq.* is added, and when the book is wider than high *ob.* is prefixed.

Paper.

The manufacture of paper is said to have been practiced by the Chinese since A. D. 95, and they are said to have learned it from the Arabs. It was first manufactured in Europe about 1300, and for about 200 years only a very dirty brown paper was made. In 1690 the art of making white paper was known. Until 1804 it was made by hand. Nearly every known vegetable that contains fiber has been used in the manufacture of paper, and today by far the greatest portion of the paper consumed is made from wood pulp. The first paper mill in America was set up at Elizabethtown, New Jersey, in 1728.

Water Marks.

The names given to the various sizes of paper are very curious and generally have had their origin in the water mark the paper bears. Paper is made of pulp shaken in a mold constructed of wires. Thicker wires than the rest of the mold were woven into the form of a design to identify the mill where the paper was made or the person for whom it was manufactured. These thicker wires naturally made the pulp thinner where it settled on them, and thus the design was seen to be less opaque than the rest of the paper when held up to the light. The existence of the water mark has often been useful in settling the date and place of manufacture of a book, and in documents in criminal cases it has helped to secure the ends of justice.

Some of the names of paper most frequently met with are foolscap, double foolscap, crown, and double crown.

demy and double demy medium, royal, super royal, imperial. The word double means the sheet is double the normal size, e. g., crown is 20 x 30, double crown is 30 x 40. The sizes for which these names stand vary from 15 x 20 to 32 x 46 inches. But paper is nowadays made by machinery and literally by the mile as any one knows who has seen the enormous rolls of it being hauled into the large newspaper printing offices.

Kinds of Type.

At first the types used in printing were Gothic or black letter, or old English, as we generally call it. Then came the Roman or ordinary type first perfected about 1470. Aldus, the famous Venetian printer, introduced what we all know as italics in 1501. The note of interrogation [?] was first used in 1459 and music printing was carried on as early as 1495. There are no less than twenty-one different regular sizes of type in use. Each has a name about which an interesting story might be told. Those most commonly used in modern books are, in the order of their size: Pica, small pica, long primer, bourgeois, brevier, nonpareil, agate, pearl, and diamond—the last named being the smallest of all. Types are now described by a system called the point system in addition to their old names, ranging from one point, which measures .0138 inches across the face, to 72 point which measures .996, or nearly one inch. This article is set in ten point.

The Title.

But let us now proceed to examine the volume in closer detail. The first thing we come upon in the book proper is the half or bastard title—this is the brief title of the book, printed on the very first page, the other side of which is usually blank. Its presence is not absolutely necessary, but it gives an appearance of luxury and finish to a book, and its absence makes the book look poor. It was probably first employed as a protection for the title page which was often highly decorated or richly illuminated. In many books similar half titles may be found thruout the volume. They are employed to denote important divisions of the subject of which the volume treats.

The Title Page.

If the book is an illustrated one, the frontispiece follows the half title, facing the title page. The title page rarely receives the attention its importance deserves—for the title page of a book is its visage, so to speak, as Shakespeare says,

"This man's brow like to a title-leaf
Foretells the nature of a tragic volume."

So we should look at the title page of a book as we gaze at the countenance of our fellows, to discern what manner of men they are; often, alas, as with the human face, it is not a perfect index of character and it may at times present a lying front. But it is there that we search for the truth, nevertheless, and it is there that it should be found. The title tells us briefly what the book treats of, and the sub-title often goes into somewhat fuller detail.

The title page of the book also tells the name and sets forth the qualifications of the author, the person who writes the book, or the editor, the person who edits the book, revises, corrects, annotates, introduces, or prefaces the book. It also tells the name of the artist who has illustrated it and the number of illustrations it contains; it sets forth the number of volumes of which the work consists, and last, but not least, it tells us the name of the publisher—a much more important aid in forming a right judgment of the character of a book than many people know or ever think about. For there are some publishers whose names on the title page of a book are a guarantee of its quality, its scholarship, or its propriety, while there are others whose names stand for nothing at all.

In the imprint, i. e., just after the publisher's name at the bottom of the title page, the year of the publication of the book is given, and thus we can at once tell the

age of a new book as soon as we make its acquaintance. The age of a book is often an index of its authority and a guide to the extent of its usefulness. From the foregoing it will be seen that it is always desirable to examine the title page of a book before going further.

The Copyright.

On the back of the title page is the copyright notice, which means that the book has been protected against piracy, and that the author's rights in his work must be respected; that the book cannot be reprinted wholly or in part without his or her publisher's sanction. Its absence denotes that the book is either of English manufacture, and therefore cannot be protected here, or that the terms of copyright—forty-two years in all from its first publication—have expired. This copyright notice is another source of information as to the date of a book in case it has been omitted from the title page. Some publishers are introducing the plan of printing a record of the various dates on which a book has been reprinted—a history of the different editions which have been issued on the back of the title page. Here is also sometimes placed the name of the printer. In the olden days when one had to obtain license of king or of government to print, it was legally obligatory to do this, and in England the law still requires it. Now-a-days with us this is either useful as a guarantee that the work has been well done, if the printer is famous for his good work, or it serves as an advertisement for the printer.

Other Introductory Matter.

The dedication next follows and books as well as men are known by their friends. In olden days books were dedicated to patrons of literature with much fulsome flattery in return for which they bought copies or paid money to the authors. Now-a-days a dedication is more often a compliment to some one whom the author of a book delight to honor. There are many famous dedications;—one of the most famous as well as the most beautiful is Tennyson's dedication in *The Idylls of the King*.

The preface next follows and performs the function of further introducing the new acquaintances—Mr. Reader and Mr. Book—while the table of contents and list of illustrations prepare the former for the more intimate fellowship which will follow. The preface explains the origin, intent, and purpose of the book; the

table of contents foreshadows its general scope.

The list of illustrations, if any, follows, and these are among the most important pieces of apparatus in the mechanics of a book, as they enable the reader at the outset to perceive its aim and grasp its scope, and to learn what the writer has set before him in undertaking his work. All of this: The half title, title, dedication, preface, table of contents, list of illustrations, and introduction is called the introductory matter, and is usually paged in numeral letters instead of in figures as in the body of the book, for the reason that this is always put into type by the printer last of all. Therefore in order to know how many pages a book contains, it is necessary to look at the end of the introductory matter as well as at the end of the book itself.

The Book Itself.

The text proper of the book is usually divided into chapters, each dealing with a different division of the subject. Sometimes the paragraphs are numbered in order to increase this facility. The chapters generally have titles and sometimes a brief summary of its contents are printed at the head of each chapter. In other cases quotations head each chapter. The headlines to the pages have a distinct purpose. They usually give the title of the book on the left hand, and that of the chapter on the right hand pages; sometimes the chapter title takes the place of that of the book, and the right hand headline consists of a line indicating the subject dealt with on the page below. All this, as well as marginal notes, dates on headlines, as are sometimes found in books for study, are intended to make reference to the different parts of the book easier and enable the reader to find what he wants more quickly—or imprints on his mind more vividly what the author wishes to convey.

Foot notes at the bottom of the pages, and the notes and glossaries at the end are expensive additions to a book but they greatly increase its value to the student. Notes, glossaries (lists of word-meanings), and appendices giving fuller details on subjects casually referred to in the text follow in this order; after the text, and last of all comes the index, by which reference to every subject treated of in the book, and every name mentioned, may be easily made. This is one of the most important parts of a book. Many a good book is spoiled by an inadequate index or by having no index at all.



Pine Apple Grove near Los Angeles.—National Educational Association meets at Los Angeles, July 11-14.

Letters.

Ambidexterity.

I have been interested in reading the articles by Dr. Harris and others relative to ambidexterity, from the fact that I have had personal experience in the matter. I am naturally left-handed. My father, grandfather, and great-grandfather were left-handed, and a son three years old seems inclined the same way. I believe that every child who strongly favors his left hand should be carefully guarded and his attention called almost continually to the proper use of the right hand. If careful attention is not given to this matter many children may become left-handed who otherwise might have the proper use of the right hand.

We generally agree that the right hand is the one naturally to be used. So we find many machines and implements, as sewing machines, scissors, etc., manufactured accordingly.

I was left-handed until about eighteen years of age. At that time I received my first teacher's certificate. After beginning my work I found that I was at a disadvantage when endeavoring to teach writing, especially in showing the position of the pen. How could I teach a child to make a letter with his right hand when I could not use my own? So I immediately began to learn the use of the right hand and to-day I can use either in writing, and in fact for almost everything. I have never tried to use the hammer or throw with my right hand.

Altho I find it convenient in many ways to be able to use either hand, yet in the main I agree with Dr. Harris. It was a laborious process for me to learn to write with my right hand, and I am sure it would be a difficult task for a child to learn to use freely both hands. Yet I do believe that when a child is naturally left-handed he should be taught to use the right hand, or both, as a left-handed person is so many times working at a disadvantage.

I agree also with Mr. Bruce in his article in THE SCHOOL JOURNAL of May 13, that when necessity for use of the left, or of both hands, arises, they may, by a careful training, be fitted for any work.

Nature seems to adapt circumstances, and when the necessity arises, we are in time, able to adapt either hand to a required purpose. Since, however, required cases are few it would hardly seem advisable to place the extra burden upon every child of learning to use equally well both right and left hand.

GEO. H. STRATTON.

Castile, N. Y.

The Drawing Phase of Ambidextrous Work.

The aims in ambidextrous drawings are :

(1) To co-ordinate the two hands so that they will work together harmoniously.

(2) To develop skill, freedom, and speed, which can be done more rapidly and easily by using both hands together than by either separately.

It is not the aim to teach the left hand to do the work of the right but to do that which both hands can do easier and more rapidly working together than either hand can do separately; It is not the intention to teach the left hand to write, draw, whittle, and all those thousand and one things that the right hand can and always will do better than the left, but to enlarge the bounds of both working together.

This work is not a system of drawing but merely an exercise, limited in scope to large, free, symmetrical movements usually of a decorative character. In the class-room its usefulness is confined mostly to the black-board, seldom to seat work. By it such elements as the scroll and symmetrical units such as the fleur-de-lis and anthemion are drawn and learned with wonderful rapidity and ease quite unknown when one hand is used.

Two handed drawing does not add to the school curri-

culum but saves much time; it is simply a short and pleasant path across in place of the long, tedious way around. It is to the regular drawing what dancing is to movement, poetry to prose, it is the rhythm of form, the music of drawing. Children love this work.

Oakland, Cal.

D. R. AUGSBURG.

Spending the Vacation in California.

A trip to the western coast is of little value to the tourist if he does not stay long enough to absorb the beauties and grandeurs of this wonderful country. He cannot do this in a week nor a month, nor in a year, but the teacher who is planning to attend the N. E. A., cannot afford to return to his home and work until he has stayed here long enough to become fairly saturated with those subtle influences found on land and on sea.

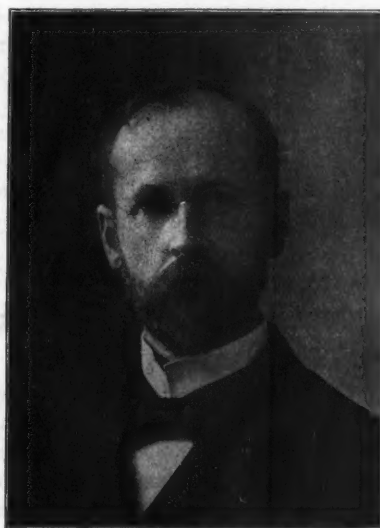
One problem only faces the teacher. How can I afford to supply my body with food while I am luxuriating in this heavenly manna? Arrangements are being perfected by which room and board can be had for reasonable rates, \$3.00 per week or up in Los Angeles. The practical teacher will have opportunity to do light house-keeping at a minimum expense, during the meeting. Tents can be rented at the various seaside resorts for two dollars and fifty cents a week for one individual. Where several go together the expense can be made much less. The point is to know how to buy that which contains most nutriment and is consequently most nourishing for the least money.

I write from personal experience. Nine years ago I lived in Los Angeles, paying three dollars a week for furnished room. On a little coal oil stove I prepared my own meals at an average cost of fifteen cents per meal, and I had all I desired.

I came here last month greatly reduced, in fact ill. I gained nine pounds the first week, and I am now perfectly well. I am doing my own housekeeping at Long Beach where I live most comfortably. The same accommodations can be found at the other resorts—Redondo, San Pedro, Santa Monica, and Catalina. Cheap excursions will be given to all points of interest on the coast.

Let me say to the teacher who is all tired out mentally and physically, just come to California, leaving all your cares and worries behind. Make up your mind to have a good time. Enjoy the little things as they come and you will have a happy and profitable summer.

MARY F. SCHAEFFER.



Supt. Darwin L. Bardwell, of Binghamton, N. Y. who succeeded R. H. Halsey, now principal of the Oshkosh (Wis.) State Normal School.

The School Journal,

NEW YORK AND CHICAGO.

WEEK ENDING JUNE 3, 1899.

Investment and Returns of Publishers.

Text-book making has become a study of considerable complexity, as publishers unacquainted with this fact are learning at great cost. The really successful firms in the field all employ editors and readers who are experts in their particular lines and are closely following every indication of progress in methods of teaching and pedagogic requirements. After a manuscript has been recommended by them for favorable consideration numerous other questions must be weighed, and the wisdom of every separate decision depends upon wide and intimate knowledge of present educational conditions and demands. And yet, after exercising the utmost care, even the most wide awake publishers often find too late that, in expressive metropolitan colloquialism, their gold brick was only a brick after all. This is a fact not mentioned by that ubiquitous demagog whose specialty is juggling with figures to prove the enormous profits of text-book publishers.

By far the larger number of books published do not pay expenses. A fair proportion barely cover the cost of printing, binding, handling, and stipends, and only a very few—a representative of a prominent publishing house—puts the proportion at less than one in twenty—bring returns sufficient to cover losses and pay for the investment of money, brains, and effort involved. We refer here only, of course, to publishers who work in the light of the present.

A New Teachers' College.

Mrs. Emmons Blaine is about to endow a large school of pedagogy at Chicago. She will herself contribute several hundred thousand dollars and has already secured pledges for a great deal more. Col. Parker has been invited to take charge of the new institution with complete freedom to work out his latest educational ideas. Mrs. Blaine is said to have cherished this plan for several years and has only been awaiting the return of good times to carry it out.

A later report declares that Col. Parker has accepted the presidency of the new institution. This will afford him a unique opportunity where he will be untrammelled by political considerations and free from petty annoyances.

Progress of Vacation Schools.

The vacation schools of New York city will be open from July 6 to August 31, and will be conducted primarily as play schools. Last year a few reading books figured in the course of instruction; this summer will be devoted entirely to entertainment and diversion. The "school idea" is to be done away with. The economic value of fun will be recognized. The plan of the vacation schools in Chicago last year justly attracted particular attention. In Philadelphia also excellent work was

done. Could not an effort be made to call a meeting of the organizers and managers of the various large systems of vacation schools to compare methods and results and thus to make the experiences of one the property of all. A great deal of time is wasted in re-trying experiments that have already been proved mistakes. A more economical plan could easily be secured. The report issued by Supt. Stewart, of New York city, the papers read at the Chattanooga meeting of the Department of Superintendence, the child study papers by Dr. Curtis in *Educational Foundations*, and the many practical suggestions published in THE SCHOOL JOURNAL and elsewhere all furnish a good basis from which to start out. A comparison of purely practical considerations and methods of procedure in the light of results achieved, ought to prove a great aid to the movement. Why not organize a round table in connection with the meeting to be held at Chicago next February?

Traditionalists, Conservatives, Radicals, and Imitators.

In a recent talk to members of a class in School Organization, Management, and Supervision, Prof. Edward R. Shaw, of New York university, gave some very interesting observations concerning American school systems. His study of their characteristics, he said, led him to divide them into these three classes: (1) systems whose superintendents are strongly conservative, who resist as long as it is possible any change, or the introduction of anything which would markedly necessitate readjustment; (2) those whose superintendents are wisely conservative, who introduce the new only as fast as they are able to relate and unify it and make the new productive of benefit to the entire system; (3) those whose superintendents lead the way in progress. "These superintendents," he said, "have teachers of a high order of ability and training, they have intelligent and liberal communities, and they have boards of education appreciative of the new. In these systems there is the utmost co-operation between superintendents, principals, and teachers, boards of education, and the community, for the adjustment and working out of all the new factors that enter into modern elementary and secondary education."

In the fourth class Prof. Shaw put those systems whose superintendents adopt new phases of progress made in systems belonging to the third class, providing the new departures have been at all successful. "They have kindergartens, manual training, cooking, sewing, color work; in short, they attempt to bring everything new into their systems but do not count the cost. With inferior equipment, with teachers receiving small pay and therefore teachers inadequately prepared, their systems are chaotic, a crude experiment where the proper relation and adjustment of the factors that must co-operate closely to secure proper results is haphazard and lacking. The results obtained in these systems are extremely unsatisfactory, because there is not that stage of appreciation and development necessary for the organization of so much that is new."

Professor Shaw cautioned "his class of students who are looking forward to becoming superintendents, and as students who have studied critically one or two systems,"

to measure very closely the community in which they are to work when entering upon the duties of superintendence. "Study," he added, "the grade of ability and training of the teachers given you, and introduce the new only as fast as it may be assimilated and made a part of the system. You should not resist progress, neither should you introduce the new before you can manage it. Otherwise the results will be crude and the experiment wasteful of time and money. Many systems are now going entirely too fast. I may cite to you an excellent example of what I regard as the wisely conservative management of a system of schools when all the factors are taken into account. This system is at Batavia, N. Y., under the supervision of Supt. John Kennedy. Here the new is incorporated after it has been sufficiently tried, and only when teachers, board of education, and superintendent see how the system may be made to do more effective work and to give better training by its incorporation. Every dollar expended in this system brings a full dollar's worth to the community."

Mr. Stetson's Statistical Curiosities.

In addition to his annual report, already noticed in THE SCHOOL JOURNAL, state Supt. Stetson, of Maine, has issued a pamphlet entitled "A Study of the Condition of the Schools of Maine." It contains statements by local superintendents together with Mr. Stetson's comments upon their statements. It is, in fact, the first publication of the answers to questions submitted to all the school officials of the state in 1897.

These superintendents are 513 in number and they are in charge of 4,000 teachers. Their average age is thirty-nine years. The figures indicate that the young man of the period is not eligible to the superintendency in the majority of the towns of the state.

Sixteen per cent. of the superintendents received all their education in the district schools; four per cent. never had any schooling at all; fifty-eight per cent. have attended high schools; fifty per cent. attended academies; thirteen per cent., normal schools; twenty per cent. colleges; sixty-five per cent. have taught; the remainder have never had practical school experience.

As to school property twenty-two per cent. of the school-houses are in poor, fifty-two per cent. in fair, and only twenty per cent. in excellent condition. Fifty-nine per cent. are provided with plank desks; the others are provided with modern desks.

Sixty-seven per cent. of the teachers have been teaching only one year or less in the school in which they are teaching when the report was made. It is evident that the state is developing an army of pedagogical tramps.

Under the head of statistical curiosities Mr. Stetson prints some remarkable statements. One superintendent says, "Teachers were not examined when I was a boy and I am decidedly against their examination now." Another writes, "The pupils in our schools are very young, so that we can safely employ teachers of limited education." An assertion is made to the effect that "amusement is killing our children." Another observer remarks, "Our children need to be endowed with more capacity and reduced one-third." A fond parent has this to say: "I got my education off the street and I don't care if my boy gets his there."

Professor Hadley Elected.

The Yale corporation has elected Arthur Twining Hadley president of Yale university. The announcement, tho not unexpected, has created great enthusiasm among the undergraduates with whom Prof. Hadley has always been popular. The new president is a notable representative of the Yale school of political economy, a recognized authority on the history of American railroads and a former commissioner of Cuba. He has been connected with Yale in some capacity ever since his graduation, except during the three years of his residence at the University of Berlin.

Changes in New York.

Among the changes in principals of high schools to be made this summer are the following: Prin. Barringer, of Chester union school, will become principal of Walton high school; Prin. Dickinson, of Oakwood seminary at Union Springs, will be succeeded by Prin. Arthur Jones, of Kansas; Prin. Styles, of Goshen, will succeed Prin. Dumond at North Tarrytown; Dudley Wilcox, who will be graduated from Amherst in June, has been appointed principal of the Canaseraga high school.

Writing on "The Kindergartenized Child," the editor of *Popular Science Monthly* has this to say about the new education. "One broad fact stares the educational world in the face, and that is that the average child has to-day, at a given age, a less capacity for learning than the average child of thirty years ago."

Too much weight should not be attached to such a statement. In the first place it may not be true. It sounds very much like an expression of personal opinion. It is doubtful if any considerable number of well-informed people would assent to it. In the second place, even if it were true, the blame could not be definitely fixed upon modern education. Have there been no changes in social and economic conditions that have made the task of educating the child far more complex than it was a generation ago? Is the home life just what it was? All the education of the child is not got in the school. Too often the good done in the school-room is completely undone by the conditions at home.

THE SCHOOL JOURNAL hopes to publish in an early number a highly interesting presentation of the question of over-pressure in schools, which is just now engrossing pedagogical discussion in Germany. The author is Mr. G. H. Hoxie, who has spent considerable time abroad in the study of psychology, pedagogy, and sociology. Should pressure on these pages prevent an earlier appearance, the article will be found in the beautiful souvenir to be issued June 24, in commemoration of the silver anniversary of the firm of E. L. Kellogg & Company. That number will contain over one hundred pages and will represent the most important contribution to the periodical literature of education yet made.

A rare opportunity is offered to libraries or to private collectors of educational literature thru the sale of the books of the late Dr. Allen, of Brooklyn. Perhaps the most valuable item is a complete set (in twenty-eight volumes) of Barnard's American Journal of Education. The collection is rich in other sets of educational publications, including volumes of School Architecture; Superior Education; English Pedagogy; Kindergarten and Child Culture; German Teachers and Educators. The works are now on inspection at the house of Mrs. Mary W. Allen, 400 McDonough street, Brooklyn.

Present Day History and Geography.

A New Trial for Dreyfus.

After years of agitation it looks as tho the French government was about to do justice to Capt. Dreyfus, who was sent a prisoner to Devil's island off the coast of South America for the alleged crime of selling military information to Germany. Now it is announced that the Court of Cassation has decided to grant him a new trial and that he will be taken back to France for that purpose. The proceedings revealed the fact that Lieut.-Col. Du Paty de Clam was the probable instigator of some of the forgeries that have figured in the affair, and it is said he has been placed under arrest. Du Paty de Clam was assisted by Esterhazy in forging the chain of fraudulent evidence; he trapped Dreyfus into arrest, hounded him in his cell, and tortured his wife to make out a case.

Finding of the Stolen Child.

No recent crime has stirred the people so much as the stealing of little Marion Clarke from her New York city home by a nurse girl who was undoubtedly aided in getting the child away by others. Whatever their motive was, whether revenge or hope of ransom, it was felt that if this child was not found and the child-stealers punished no home would be safe. Hence the police and detectives put forth their greatest efforts to find the child and the newspapers helped by publishing her portrait far and wide. When all hope seemed to be gone, little Marion was discovered in Sloatsburg, N. Y., an out-of-the-way spot in the Ramapo mountains, by a sharp-eyed post-mistress, and quickly returned to her home by the detectives. The woman who had the child in her possession was arrested.

Emilio Castelar Dead.

One of the most picturesque figures in European politics passed away with Emilio Castelar, for many years leader of the republican party in Spain. He was a democrat by inheritance, his father having been an exile from Spain for political reasons. As an orator and eloquent tractate writer he ranks among the first of the century. Since 1893 he has been inactive, recognizing that for the present the monarchy is the only stable form of government Spain can have.

Peace Postponed.

The Filipino commissioners have left Manila escorted by a flag of truce. It is expected that they will return. Pres. Gonzaga, of the commission is reported to have said: "We greatly appreciate the courtesy shown us. We have spent some time with your commissioners, incidentally considering the American constitution. Its principles impress us profoundly. The plan of government offered the Philippines seems, in theory, a good colonial system. But why should a nation with your constitution seek to make a colony of a distant people, who have been so long fighting against Spain to secure the same rights your constitution gives? You fought the same battle in America when you fought against England."

The Trade of Jamaica.

Jamaica has fallen into an apparently hopeless slough of despond. The facts are these: Formerly the cane sugar industry was the mainstay of the people. The island became densely populated. Its sugar was the standard.

Then came the German competition. The German government protected its beet sugar industry with great bounties. So protected, their sugar went into every market and everywhere undersold the cane sugar. Soon the protection was no longer needed and the Germans were left masters of the field. In Cuba the depression was such that it brought on the revolution against Span-

ish oppression which was bad enough when the island was prosperous, but was intolerable in the days of misfortune. In Jamaica there was simply distress without revolution until the inhabitants began to turn their attention to fruit growing. A return of prosperity seemed possible, for a great business under the auspices of the Boston Fruit Co. had grown up with the United States. Now, however, Cuba and Porto Rico have become American dependencies and their fruit is admitted without duty. Jamaica had hoped to secure by reciprocity the same immunity, but the announcement lately emanating from London that Mr. Joseph Chamberlain, secretary of state, will not allow any scheme of reciprocity to be broached takes away the last hope of the industrial rehabilitation of the island.

Franchise Bill Approved.

An important principle is established by the franchise bill which has just passed the New York state legislature. The principle is that of levying taxes upon the cash value of public franchises held by railroads and other corporations. Hitherto whatever the value of certain privileges acquired by corporations, such as the Manhattan Elevated, they could be taxed only upon real estate held by them and upon personal property held by them in the shape of money, income, stocks, bonds, and other securities. The surprise about the passage of the bill consists in the fact that it was carried thru by the Republican party as a business matter and with no thought, apparently, of yielding to the socialistic animus.

The Paris Aground.

Within a mile of the spot where the ill-fated Mohegan went down, the American Line steamship Paris ran ashore on May 21. The place is just off Lowlands Point, in Cornwall. No lives were lost. How the vessel happened to be ten miles out of her course is still a mystery. So many unaccountable accidents have happened off the Cornish coast that the question is raised if there are not currents hitherto uncharted in the English channel. The vessel has not yet been dislodged.

Strikers Win.

The grain shovelers at Buffalo, whose strike has tied up millions of bushels of wheat and seriously affected the grain business of the world, have returned to work completely victorious. The vicious contract system, against which they were protesting, has been displaced by one that does not leave the laborer to the mercies of the saloon keeper. The community is rejoicing with the strikers.

A Little Nonsense Now and Then.

"Tain't only English people drops their aitches," said a little boy to the new teacher. "I never heard no American pronounce the aitch in my name."

"What is your name?" asked the teacher.

"Johnny," said the little boy.—*Harper's Bazar.*

Mrs. Blank found herself in a rather embarrassing situation one day when she was dining for the first time at the home of a minister. Opposite her sat the minister's little boy, a sharp-eyed little fellow of four years. While his father was asking a somewhat lengthy blessing, the lady elevated her eyelids slightly and caught the eye of the little fellow opposite her. The instant his father said "Amen" the boy pointed an accusing finger toward Mrs. Blank, and cried out, shrilly, "She peeked, papa! she peeked!"—*Harper's Bazar.*

"There's one thing about this war I'm awful thankful for," said Harold, earnestly, as he finished reading an account of Dewey's victory.

"What is it?" asked papa.

"Why I'm glad it happened after we'd finished modern history, or we'd have had another war to study."

—*Harper's Round Table.*

School Law—Decisions.

Teachers' Contracts.

Contract of Employment.

Under an act providing that no one should be employed to teach unless he had first obtained the license required by law, it was held, that the employment began, not at the time of the contract, but at the time of entering upon the performance of the duties of the position. If the license was obtained in the interval the contract was valid.

(School District, *vs.* Dillman, Ohio S. C., 22 Ohio St., 194.)

Validity of Contract.

1. Where the state superintendent of public instruction decides that a teacher's contract with one board is valid, and its repudiation by a subsequent school board is void, in an action by the teacher to compel recognition of her contract, the defense that the former board made other contracts, which if enforced would create a deficiency in the school fund, cannot be raised; the presumption is that it was disposed of by the superintendent.

2. The employment of a teacher by majority of a school board is valid, tho the minority oppose it.

3. A school board may employ teachers for the school term succeeding their term of office.

4. Where a decision of the state superintendent, on appeal to him, that a teacher's contract with a school board is valid, is not appealed from, a subsequent board is bound thereby.

5. When a person who has a valid contract with one school board to teach for a term sues to compel recognition, the relief should be limited to a mandamus directing the board to permit plaintiff to exercise her rights under contract, and an injunction restraining anyone else from interfering therewith.

(Town of Pearsall *et al.* *vs.* Wools, Tex. C. of App., April 5, 1899.)

Duration of Contract—Compensation—Certainty.

1. In the absence of statutory limitations, a school district can enter into a contract of employment with a teacher for the period of two scholastic years, tho such contract extends beyond the term for which some of the directors were elected.

2. Such contract is not void for uncertainty where the stipulation for the teacher's compensation provides that he shall receive the same salary for his services as was established at that date for like services by the school district within which the city of Portland is situated.

(Caldwell *vs.* School Dist. No. 7, of Lake County, U. S. C. C., Oregon, March 1, 1899.)

Tuition—Expulsion of Pupil—Construction of Contract.

1. A school catalog announced that board and tuition for each semi-annual session of twenty weeks was \$125, payable in equal installments on September 1, November 1, January 18, and April 1; no money to be returned in case of expulsion for bad conduct. A student was received at one-half the catalog price, on condition of service to be rendered, and another at \$100 per session. It was held, that, the students having been expelled before the November installment was due, the school could recover only the amount due September 1, under the special agreement, or half of \$62.50 in the first place, and half of \$100 in the second.

2. A provision in a school catalog that "no money would be returned" by a school if students were expelled did not prevent recovering of the amount due, in case of expulsion, since defendant's failure to pay in advance was due to plaintiff's indulgence, and not to its fault. Judgment for defendant reversed in favor of the school.

(Horner School *vs.* Westcott, N. C. S. C., Apr. 25, 1899.)

NOTE:—The pupils in the above case were expelled for drunkenness and the trial court held that the school could not recover tuition for that quarter. The supreme court reverses this ruling and holds that the school can require payment of the money due Sept. 1, under the agreement.

Another Teacher Sues.

An action was brought to recover damages for a breach of contract. The complainant alleged that she was the holder of a legal license to teach school; that she was employed by the respondent to teach for a term of nine months at a stated salary of \$50 per month, and accepted such employment, but was denied the privilege when she reported for duty. The trial court

ruled adversely to her claim and she appealed.

Held. 1. Under an answer in an action for breach of contract raising only the issue of employment, evidence of recession of the contract is not admissible.

2. The directors of a school district, which employed thirteen teachers, having determined to reduce the number for the ensuing year to twelve, passed a resolution that all the teachers whose terms expire be employed for the ensuing year subject to their right to "relieve" one of them, if all desire to accept. They all accepted and the court held that one could not be relieved or removed by a resolution such as the board passed requesting plaintiff to resign. Judgment reversed and judgment ordered in her favor for the amount of \$450.

(Kennedy *vs.* School Dist. No 1, *etc.* Wash. S. C., Dec. 20, 1898.)

Revocation of License.

Action was taken against the superintendent of common schools of Davies county, Ky., to prohibit him from trying a teacher on a charge of giving unlawful assistance to another applicant during an examination for license to teach. The plaintiff had judgment, the superintendent appealing. It was held:

1. That the county superintendent is a judicial tribunal in the trial of a teacher for determining whether his certificate shall be revoked; and, where he is without jurisdiction from the fact that the act complained of is not one authorizing the revocation of the teacher's certificate, the circuit court may prohibit the trial.

2. That the section of the Kentucky statute, providing that the county superintendent may suspend or remove a teacher for certain causes, does not authorize the revocation of a teacher's certificate.

3. That, altho the statute provides that the superintendent shall revoke the certificate of a teacher found "incompetent, inefficient, immoral, or otherwise unworthy to be a teacher," the fact that a teacher has on a single occasion assisted an applicant for a certificate in his examination does not authorize the revocation of his certificate.

(Lancaster, Co. Supt. *vs.* Taylor, Ky. Ct of App., Jan. 20, 1899.)

Lawful Trustees.

In an action to determine which of the several sets of trustees were the lawful trustees and to enjoin a newly set of trustees from exercising or attempting to exercise any of the duties or powers of the office of trustees of a school district, and to determine the eligibility of women to any office relating to the management of schools, the court held:

1. In the absence of any contrary showing, the fact that the trustees of the village of Reads have for thirty years always acted as, and performed the duties of, a school board, under special laws of 1868, chapter 34, entitled "An act to incorporate the village of Reads," at least raises a presumption that the trustees had duly accepted the provisions of the act relating to the common schools of the village.

2. General Statutes of 1894, section 3,665, giving women the right to vote at school elections, and making them eligible to any office pertaining solely to the management of schools, did not repeal the provision of the special act incorporating the village which provided that the trustees of the village should be trustees of the special school district contained in the village.

School District Building Site.

A school-house location having been selected by a vote of the people, and thus become the site of the district according to law (School Law, Art. 5, Sec. 31. Hurd's Rev. Stat. p. 1307), the board of directors has no power to annul the action of the voters.

(Kielina *et al.* *vs.* Mansker *et al.*, Ill. S. C., Feb'y. 17, 1899.)

School District—Excessive Tax.

This action was brought by a railroad company to recover from the school district of Dolphin county the sum of \$1,139.75 claimed to have been illegally leveled against the railroad property in the district, and paid under protest to avoid a levy and sale of that property. The school district had judgment and the railroad company appealed. It was held that a court cannot decide from the expenditures of the past alone that a tax voted by the election of a school district is arbitrary, oppressive, and illegal, or that it will produce a sum which, added to the amount then on hand will be in excess of the reasonable requirements of the district. Judgment affirmed.

(Clark *vs.* St. Joseph & Grand Island R'y Company, Kans. S. C., Apr. 26, 1899.)

The Educational Outlook.

ALBANY, N. Y.—The committee appointed by the board of public instruction to look into the results of manual training in the high school reports that it was greatly pleased with the excellence of the work done in both the boys' and the girls' departments. The manual training for boys includes cabinet-making, wood-turning, pattern-making, molding, forging, metal-working, electricity, the steam engine, and constructive drawing, while the girls have domestic science, modeling and carving, venetian iron work, and constructive drawing.

PHILADELPHIA, PA.—Prof. Daniel G. Brinton has presented to the University of Pennsylvania his entire collection of books and manuscripts relating to the languages and customs of the American Indians. His collection represents the work of accumulation of twenty-five years, and is, in the number of its rare and unique books, scarcely to be matched anywhere. It covers the whole American field, North, Central, and Southern, and was formed for purposes of comparative study. The accession will put the Pennsylvania library on an equal footing, in respect to American archaeology, with the Harvard library and the Library of Congress.

BOSTON, MASS.—The exhibitions of work in drawing manual training and other subjects is calling together great numbers of visitors. At the Rice training school Mr. Owen shows some very fine work in wood, leather, clay and paper, which the boys of the district from the kindergarten to grade IX. have made during the year. There are also displays at the Tileston school, the Henry L. Pierce school and the Christopher Gibson school.

CHICAGO, ILL.—The annual report of the dean of the University of Chicago college for teachers shows that 305 students were enrolled during the first session, of whom twenty-eight were graduate students. About four-fifths of the total number of students were women and nearly all, both men and women, are teachers in the public schools of Chicago.

SAN FRANCISCO, CAL.—The board of education is considering a plan to elevate the standard of teaching in the city high schools. Complaints have for a long time come from the University of California that the San Francisco work was not altogether up to the mark. Of the three high schools only the Lowell high school is entitled to matriculate students at the university. The directors have agreed that the standards of the Mission, and the Girls' high school must be brought up to the standard of the accredited institution. It is said that teachers who are not equal to the new requirements will be dismissed.

Dr. Edward R. Shaw, dean of the New York University School of Pedagogy, sailed for Europe, May 27. He will spend most of the summer in Germany studying the school systems in various sections of the country and doing some other work along educational lines.

SCRANTON, PA.—The fish is to be made the subject of the nature study of the schools for the rest of the year. A number of the teachers have visited the hatcheries of the Pennsylvania Fish Commission. The commission is raising gold fish and carp for distribution in the public schools.

UTICA, N. Y.—An interesting program has been prepared for the fifty-fourth annual convention of the New York State Teachers' Association which will be held in this city July 5, 6, 7. Altho a good many teachers will already have started for California, a good attendance at the local gathering is prophesied. In connection with the convention the New York Art Teachers' Association will hold its sessions. Gov. Roosevelt, Hon. Charles R. Skinner, and Mr. J. Liberty Tadd are among the speakers announced.

MILTON, VT.—The Chittenden County Teachers' Association held its fourth annual meeting in Milton. Prof. J. H. Jackson, M.D., gave an interesting talk on the teaching of physiology in the schools. He hoped that the time might come when every school-room would be supplied with a good microscope. There were other addresses by Rev. E. E. Herrick, by Supt. S. F. Emerson, and Prin. G. L. Mildram.

The annual exhibition of the work of Pratt institute opened on May 25. A great number of visitors attended. The show itself was larger than ever before—so large in fact as to be almost unwieldy. One of the most notable exhibits is that of the art department which is especially strong in decorative designs.

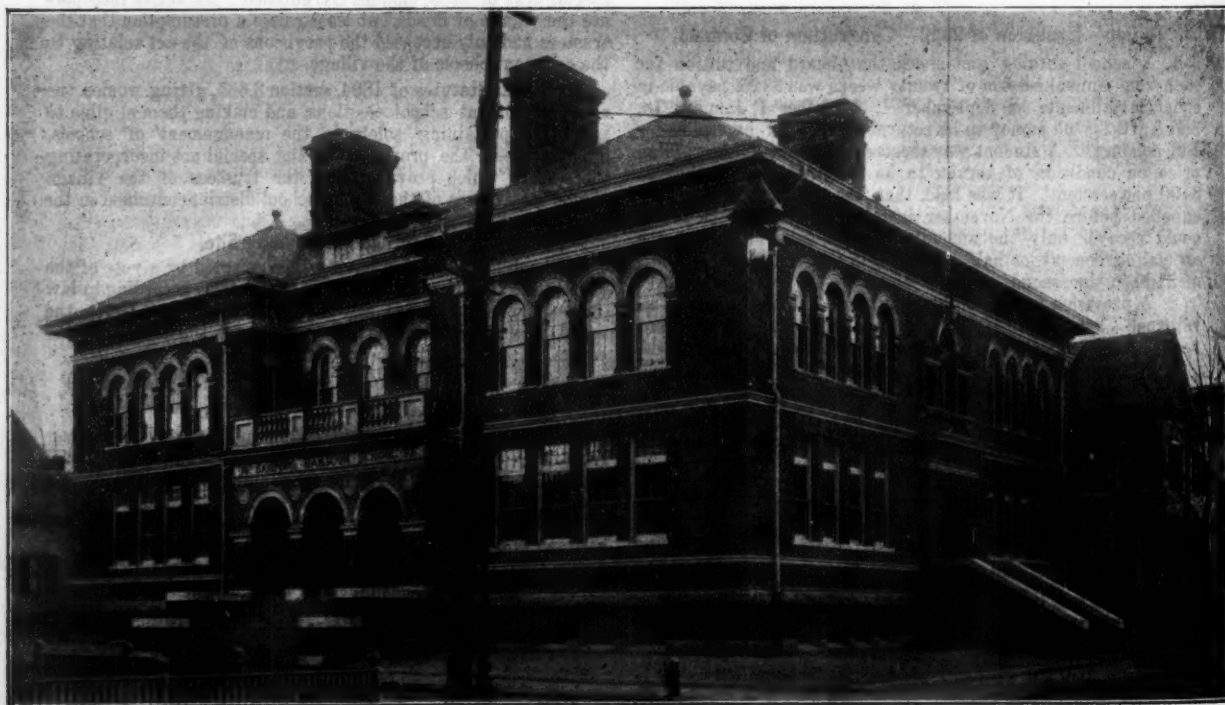
The graduating exercises of the kindergarten normal class of the ethical culture schools was held Thursday, June 1. An address was delivered by Dr. Frederick Montser of the School of Pedagogy, New York university.

HARTFORD, CONN.—At the annual meeting of the Hartford County Teachers' Association a great part of the time was devoted to a consideration of the Speer system of teaching arithmetic. The facts about the system were ably presented by Miss Maud Summers, of Chicago. The following are the officers of the association for the ensuing year: president J. R. Tucker; vice-president, C. E. Gaffney; secretary, Miss E. J. Cairns; executive committee, C. D. Hine, W. F. Gordy, and J. A. Peek.

MT. VERNON, N. Y.—An interesting school exhibit was held at school No. 1 on May 27. Everything was systematically arranged by grades in such a way that the visitor could gain a very complete knowledge of the workings of the school.

A College for Plain People.

KANSAS CITY, KAN.—The general good health of the state of Kansas is shown by the excellent condition of the State Agricultural college. This institution stands in closest relationship to the people; it attests what some Eastern writers have thrown doubt upon—the civilization of Kansas. It has now its full complement of 600 pupils with a waiting list of over 200. Tuition is free, and opportunities are given for earning money by labor upon the state land. The course of in-



Sanford Hanscom School, Somerville, Mass.—Floor plans are given on another page.

struction is practical without being narrow. It believes that the broadly educated, intelligent farmer will be a successful farmer.

An interesting feature is the boarding club at which students can get good table board for \$1.75. This is in refreshing contrast to the situation at Chicago, where it was announced not long ago that students of Chicago university had starved while trying to live on three dollars a week.

A Local Teachers' Relief Association.

DAYTON, OHIO.—A teachers' relief association is in successful operation in this city. Its object is the mutual help and protection of the teachers of the city. The members agree upon the death of any one of their number to pay one dollar to the treasurer of the fund within ten days after the pay day succeeding the death, the money to be given to the family of the deceased.

Any teacher in the employ of the board of education of Dayton may become a member of the association upon a two-thirds vote of the board of directors and paying a membership fee of ten cents.

Any member of the association leaving the profession of teaching may still remain a member, so long as the requirements of the association are complied with. A member who fails to pay the assessment or dues shall be notified in writing by the secretary of such delinquency. If the obligations are not met within ten days after the notice, the person is dropped.

Any teacher regularly engaged in teaching who is a member, after an absence from his duties for more than one week by sickness, is entitled to five dollars per week for each week after the first, for a period not to exceed ten weeks.

The Study of Local History.

CHAMPAIGN, ILL.—Before the Illinois teachers Prof. Edmund J. James made an earnest plea for study in the schools of local history. No state, he said, west of the Atlantic seaboard, has a more interesting history than Illinois. It is not true that that is most interesting which is nearest one. Distance often lends color and romance. Yet that which is nearest one is generally most important and should be given attention in the scheme of education.

Discretion must of course be used in including such a subject. Just as in our national education we have in the past committed the error of giving too much time to American history, thereby warping the national intelligence in the direction of a disagreeable chauvinism, so too much time devoted to state history might lead towards an unfortunate sectional patriotism.

Want to Retain Aldrich.

NEWTON, MASS.—The movement of Newton citizens in behalf of Supr. Aldrich has been brought to the notice of the school board. Since the board voted at an informal meeting, last month, that it would be inexpedient to re-elect Mr. Aldrich, a committee of fourteen citizens, headed by ex-Mayor Bothfeld, has been active in Mr. Aldrich's interests. This committee has secured over 1200 signers to its petition asking that the board reconsider its decision. It urges that any change in the present administration would be an injury to the schools and directly opposed to the best interests of the community.

For Teaching Children to Sing.

Summer schools of instruction in the Tomlins method of teaching children to sing will be conducted by William L. Tomlins, in Buffalo, Chicago, New York, and Boston. The school will continue for two weeks in each city. The dates are as follows: Buffalo, July 10-22; Chicago, July 31, August 12; New York, August 14-26; Boston, August 28-September 9. The lessons will be divided into two separate courses, the first including twelve lessons upon the development of the adult singing voice and the art of song interpretation; the second including twelve lessons upon the training of the child voice and the details of music work in the schools. Address William L. Tomlins, 288 West Seventieth street, New York city.

Chautauqua Summer School.

Dr. George Adam Smith, the biographer of Drummond, is to be in the country this summer, and will visit Chautauqua. A peculiar interest attaches to the visit because of the fondness of Drummond for this peculiarly American institution. There are many allusions in the biography in Drummond's letters to his Chautauqua visit.

The South is well represented in the Chautauqua program the coming season. Among the most prominent lecturers are Bishop Charles B. Galloway, of the M. E. Church South; Prof. Alcee Fortier, of Tulane university; Prof. Wm. M. Baskerville, of Vanderbilt university, Nashville, Tenn.; ex-Governor Robert Taylor, of Tennessee, and Mr. Walter H. Page, editor of the *Atlantic Monthly* who, altho now a resident of Boston, is still claimed by his Virginia friends as a genuine Southerner.

Prof. Francis G. Peabody, of Harvard, who has been abroad for a year, will return in time to give a course of lectures on "The Social Teachings of Jesus." Prof. Peabody is one of the leading representatives of the school of Christian scholars, who are attempting to interpret Christianity in social terms, and

to give it a new meaning for the new problems which contemporary life present.

An interesting experiment will be undertaken at the coming assembly. A School for Parents, lasting two weeks July 17-July 29, will be opened under the charge of Dr. Luther Gulick, of Springfield, Mass. Among those who will take part in the classes and lectures may be mentioned Miss Emilie Poulsson, of Boston, Mr. John Fiske, Dr. G. Stanley Hall, Miss F. E. Newton, and Mrs. Mary Boomer Page, of the Chicago kindergarten institute. A number of ladies from the mothers' club, of Springfield, Mass., will also report upon special investigations. The exercises of the school will be of a systematic and thoro nature. It will not be simply a convention for the reading of papers on a great variety of unrelated topics. Among the more important subjects to be taken up will be methods of studying children's plays, method of studying the religious life of boys, and such problems as punishment, reproof, and correction, children's religious ideas, children's literature, children and the use of money, etc. This somewhat novel experiment will be undertaken under the best of auspices, and it is hoped that a large number of parents, kindergartners, primary teachers, and others will be in attendance.

Summer School at Lehigh.

SOUTH BETHELEM, PA.—Lehigh university will this year offer summer courses beginning July 5, and ending August 16. The sciences and mechanic arts courses are especially strong, tho the literary and linguistic studies are not neglected. All the instruction is open to women as well as men. The terms for one course is \$15; for two courses, taken by the same student, \$25; for three or more courses, \$30. Certificates will be granted to those students who pursue and satisfactorily complete the work of any of the courses. Application for admission should be made to *The Secretary of Lehigh university*, South Bethlehem, Pa.

New York City.

Plans for the Commercial High School.

Superintendent of school buildings, Mr. C. B. J. Snider, has prepared plans for the new commercial high school. It will occupy a site on Sixty-fifth and Sixty-sixth streets near Amsterdam avenue. It will be a five-story structure entirely filling the property front. The interior of the lot will be hollow. The entire capacity of the building will be about 1,500 pupils.

The chief entrance will be from Sixty-fifth street. To the left of the entry and at the sides of the lobby will be a reception room and the principal's room. To the right is an instructor's room opening upon the second story of the gymnasium which extends the full depth of the wing. Directly in front of the lobby are two elevators with dressing rooms on either side. To the sides of these are corridors and stairways leading to the auditorium which seats altogether 1600 people.

Changes at Normal College.

There is to be a complete reorganization of the course of study at the normal college. The present five-year course for graduation will be lengthened by one or two years, and the purely academic work will be sharply differentiated from the pedagogical studies. In a word, the normal college will cease to be a girls' high school for the city of New York.

All the details have not been worked out. It is understood, however, that Pres. Hunter is anxious to have a college course which high school graduates can complete in three years. It is a question, however, if the regents will admit the validity of a degree given for three years of high school and three years of college study. There is, therefore, a strong probability that the whole course, between graduation from the grammar school and graduation from the college, will be one of seven years.

Similarly in the normal department a clearer distinction between secondary and professional training will be made. The first four years must be spent in the college high school or in a city high school, and the remainder of the time in study in the regular pedagogical department of the college. This last will be materially strengthened.

It is expected that these changes will go into effect next September.

Changes at the League.

Important changes are to go into effect next fall at the Art Students' League. The classes in drawing from the antique are practically abolished, the preparatory course with Mr. Twachtman being the only one retained. The regular life classes will take the place of the old antique classes, with some provision for occasional drawing from cast. In addition to these will be added four advanced life classes, with a standard higher than ever before set. These will aim to attract students who have already begun professional work, but who can still get benefit from technical instruction. The instructors in the life classes will be Mr. Kenyon Cox and Mr. George B. Bridgeman; in the advanced life classes Mr. Robert Blum and Mr. Joseph De Camp.

The usual accessory classes in composition, anatomy, perspective and illustration will be repeated. Work in these will be found to be especially profitable to teachers, and will meet the requirements of the board of education for outside study.

Summer Schools.

COLORADO.—State Normal School, Greeley, Col. Summer course in library instruction. Four or five weeks. Address Dr. Z. X. Snyder, Pres.

Denver Normal.—Preparatory School, Denver, Colo. Summer Session, June 12-July 14. Address Fred Dick, Principal.

ILLINOIS.—National Summer School, Armour Institute, Chicago, Ill. Summer Course, June 26-July 8, 1899. Address Ginn & Co., 378-388 Wabash Ave., Chicago, Ill.

Summer School of Pedagogy, University of Illinois. July 20-August 18.

New School of Methods at Chicago, Ill. Courses in music, art, physical culture, pedagogy and philosophy. Address C. C. Birchard, manager, Washington square, New York.

Chicago normal summer school, Normal Park, Chicago. Under the auspices of the Chicago board of education. Three weeks, from July 3-July 21. Twelve departments. Daily practice school. Address E. Benjamin Andrews, superintendent of schools, Chicago, Ill.

MASSACHUSETTS.—Amherst College Summer School of Languages. July 10-18. Address L. Sauvcur, Ph.D., LL.D., 263 Dearborn avenue, Chicago, Ill.

Harvard Summer School. Courses in Old Testament, church history, and theology. Address Rev. R. S. Morrison, Divinity Secretary, Cambridge, Mass.

Martha's Vineyard Summer Institute, Cottage City, Mass. Opens July 11, 1899. Four and five weeks' courses. Address Wm. A. Mowry, President, Hyde Park, Mass.

The American School of Sloyd. Walter J. Kenyon, Director. Fifth annual session begins July 11, at Martha's Vineyard. Camilla Lies Kenyon, Secretary State Normal School, Lowell, Mass.

MASSACHUSETTS.—American Music Training School, Marblehead, from July 11-28. Address, A. W. Richardson, business manager, Besse Place, Springfield, Mass.

New School of Methods, at Hingham, Mass. Courses in music, art, physical culture, pedagogy, and philosophy. Address C. C. Birchard, manager, Washington square, New York.

Institute of Technology, summer term, Boston, Mass. Courses in mechanical drawing, mathematics, architecture, chemistry, biology, physics, history, modern languages, mechanism, shop work, surveying sanitary science, and practical sanitation. Address H. W. Tyler, secretary, Massachusetts Institute of Technology, Boston, Mass.

Clark University summer school, Worcester, Mass. Courses in psychology, biology, pedagogy and anthropology. Address Louis L. Wilson, clerk of the university.

MAINE.—Fryeburg School of Methods, July 27 to August 10, at Fryeburg. Address Ernst Hamlin Abbott, Manager, Fryeburg, Maine.

NORTH CAROLINA.—Asheville Summer School and Conservatory, Asheville College. Courses in English, biology, mathematics, art, elocution, and music in all of its branches. July 19-August 29. Address George L. Hackney, Secretary, Asheville, N. C.

Teachers' Assembly at Morehead City, N. C. From June 13-18. Address W. T. Whitsett, N. C.

Chicago Normal summer school, under the auspices of the Chicago board of education. From July 3 to July 31. Twelve departments. Daily practice school. Address E. Benjamin Andrews, superintendent Chicago public schools.

NEW YORK.—Cornell University, Ithaca, New York, offers a summer course in nature study. Four weeks beginning July 5. Address College of Agriculture, Ithaca, N. Y.

New York University has issued the announcement of its fifth summer session for teachers and college graduates. Thirty courses are offered in nine different departments. The session will be held at University Heights, New York city, July 10-August 18.

Teachers College, Columbia University.—Summer session begins in July. Address W. H. H. Beebe, Secretary of Columbia University, New York city.

New York University.—Summer courses in psychology, mathematics, chemistry, biology, physics, history, Germanic languages, Latin and Greek, July 10-August 18. Address Marshall S. Brown, New York University, University Heights, New York city.

Chautauqua Summer Schools, at Chautauqua, New York, from July 8 to August 18. One hundred twelve courses are offered under seventy-three instructors.

Saranac Lake—Courses in art, manual training, and nature study. From June 5 to September 5. Address J. Liberty Tadd, 319 N. 3rd St., Philadelphia, Pa.

Tomlins method of teaching singing. Two courses: (a) development of adult singing voice and art of song interpretation; (b) training of the child voice and music schools. Two weeks in each of the following cities: Buffalo, 146 Park street, July 10-22; Chicago, 40 Randolph street, July 31-Aug. 12; New York, 3 West 18th street, Aug. 14-26; Boston, Aug. 28-Sept. 9. Address William L. Tomlins, 288 West 70th street, New York city.

OHIO.—University of Wooster.—The summer school opens June 19 and closes August 11. Courses in pedagogy, psychology, language, music, art and elocution. Principals, J. H. Dickason and Nelson Sauvain, Wooster, Ohio.

PENNSYLVANIA.—Lehigh University, South Bethlehem Pa., summer schools in chemistry, physics, surveying, mathematics, English, history, political economy, ancient and modern languages. From four to six weeks, beginning July 6. Address, secretary of the university.

EUROPEAN SUMMER SCHOOLS

GERMANY.—Holiday course of lectures in Greifswald. July 10-20. One course in Pedagogy intended particularly for teachers. Address Ferienkurse, Greifswald, Germany.

ENGLAND.—Holiday classes at Burlington House, Cambridge, resident branch of University Correspondence college. For four weeks beginning August 1, 1899. Principal, William Briggs; vice-principal, B. J. Hayes.

Announcements of Meetings.

June 26-28, '99.—New York State University Convocation at Albany. Secretary, Melvil Dewey, Albany.

July 5-7, '99.—New York State Teachers' Association, at Utica. Secretary, Benjamin Veit, 173 East 95th street, New York city.

July 6-10.—American Institute of Instruction, at Bar Harbor. Pres., Supt. O. B. Bruce, Lynn, Mass.

July 9-11.—National Council of Education, at Los Angeles, Cal., Pres. Taylor, state normal school, Emporia, Kansas, president. Miss Bettie A. Dutton, Cleveland, O., Secretary.

July 11-15.—National Educational Association, Los Angeles, Cal. Pres., Dr. E. Oram Lyte, Millersville, Pa., Sec'y, Irwin Shepard, Winona, Minn.

June 30-July 1.—American Manual Training Association, at Teachers' college, New York city. Pres. Charles R. Richards; Sec'y William E. Roberts, 190 Euclid Ave., Cleveland, Ohio.

Color Effect in California.

Strangers visiting California for the first time cannot fail to receive a very vivid impression of the wonderful and intense color effects everywhere meeting the eye. Even those of us who make it our home here and gaze every day upon this glory of earth and sky, are often startled by its strange beauty.

First and most prominent are the mountains with their attendant foothills in liveries of green and brown. Their changing tones during the course of the day, from the rose and silver of the dawn to the misty blue of the hot, white noon and the gold and purple pageantry of the sunset are beyond description. Great, solemn sentinels of the sun-land, they catch and retain the glory of the skies.

But the foothills are more nearly within one's grasp. At this season they are clothed in a rich, vivid green, and terrace the mountain bases like a spread of velvet.

Suppose one is rolling along over the kite-shaped track at the foot of the San Bernardino range. The soft verdure of the foothills rests against the blues and purples of the peaks behind them. Here and there where the ranchers have upturned the soil, patches of browns and reds stand out in vivid contrast. Some distant cliff show pink in the sunshine and everywhere masses of wild flowers in gorgeous profusion climb the sides of the hills. Brilliant poppy fields fringed with purple brodiaea, yellow daisies, and baby blue-eyes, and the delicate grace of the Mariposa lily offer such whirling masses of color as the train flies on its way, that the eyes are fairly bewildered.

Or perhaps the trip is directed seaward to one of the warring places that dot the Pacific coast. To one who looks for the first time on the Pacific ocean it comes as a revelation. Blue waters break over long stretches of yellow sand. Green cliffs, clothed with grass and wild flowers slope down to the water's edge. Faint purple mists float about the edges of the cliffs, a fresh breeze curls the breakers, and as far as one can see the water stretches to meet the bluer sky. A sort of golden haze floats ever over the landscape, giving soft, misty effects to distant hills and lowlands, making them seem to bask in golden light. And the sunsets by the sea bring out wonderful color effects. As a rule sunsets in California lack something of their proper glory because of the excessive dryness of our atmosphere; but by the sea, as the sun goes down in a blaze of light, the waters take on a thousand lovely hues of purple and crimson and delicate rose. And as the evening shadows fall these wondrous tints pale into grays and ambers until they fade away into the surrounding dark.

Perhaps one of the richest and most unusual of these color-effects is seen from Mount Lowe and its kindred peaks, at sunrise or sunset of a day when the fog has drifted in from the ocean. Seated on the hotel piazza or a fallen tree trunk along the trail, far above the fog line with the blue sky and clear mountain air overhead, one sees, breaking below at the base of the mountains where the canyons show blue shadows, a sea of mist. Soft, foamy white billows surge against the giant cliffs. As the rays of the sun grow level, the fleecy gray of this phantom sea takes on a tinge of pink, the pink changes to a wondrous blue, the waves seem to roll higher and more threateningly until one is convinced against reason that a real ocean of blue water is breaking far below there, out of which the foothills raise their tops like little green islands.

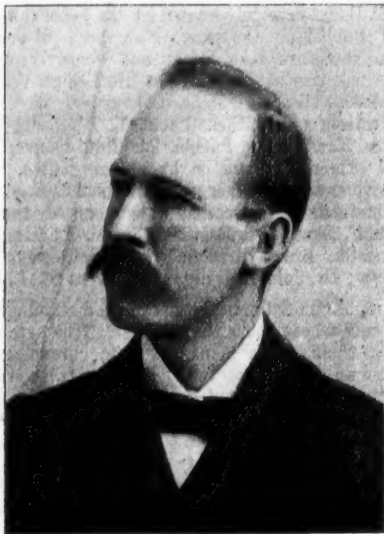
In its landscape effects and play of color, Southern California is sister to Italy. The gray olives, the green orchards and vineyards, the bare, brown hills and intense blue of sky and sea, all suggest Italy, the land of vivid contrasts. But there are tones in its coloring, peculiar admixtures of soft, warm reds and amethysts, seen thru the misty haze of our tropic sunshine, that belong to us alone. One must come here to see them and having come, will long to take pencil or brush, or lacking this gift of expression, one will sit and gaze, letting the dreamy beauty of such landscape tones steal over tired nerves and brain, and feel that nature has given to this particular part of our great country, a charm which, once felt, cannot be forgotten.

GRACE DENNEN.

Our School Book Makers.

Messrs. Newlands and Row.

An extraordinary reform in the teaching of writing has taken place throught the United States during the last few years. The change has been from writing to vertical writing, and from subtlety, complexity, and æsthetic beauty—as an ideal in writing—to the greatest possible simplicity and legibility. Seldom, if ever, in connection with school methods, has so radical a reform been accomplished in so short a time, and never, we believe, has a new method brought on so improved a result and actually diminished, rather than increased, the time and effort needed to produce it. These facts give interest to



Mr. A. F. Newlands, Ottawa, Ontario, Normal School, Ottawa.

a brief sketch of A. F. Newlands and R. K. Row, the two men to whose efforts, joined with those of their publishers, D. C. Heath & Company, are due in a large measure the remarkable changes to which reference has been made.

Mr. Newlands was supervisor of writing in the public schools of Kingston, Ont., for fourteen years, during seven of which he taught the Spencerian slant style. He studied with P. R. Spencer, Cleveland, Ohio, in 1885 and with W. H. Kibbe, Utica, N. Y., in 1887. Under Mr. Newlands' supervision the pupils were thoroly trained in the then approved position and forearm movement. The work in movement was begun in the primary grades and carried thru the whole school course, in the belief that pupils so trained would develop a free, legible style of writing.

Finally, attention was forced to the fact that the best writers so trained failed when writing under pressure.

In July, 1892, the Kingston public schools made a large exhibit of school work at the "Dominion Educational Association" held at Montreal. The freedom and beauty of the writing won the approval of the press and of visiting educators and it was conceded that the Kingston schools took the palm.

In conversation with a gentleman attending the educational meeting and who had just returned from Europe where he had been investigating educational matters, Mr. Newlands learned something of the principles underlying the reform in writing urged by the "International Congress of Hygiene" which met at Vienna in 1891. Immediately he began to experiment with vertical letter forms. He soon became convinced that past efforts to improve the school writing in this country had been misdirected.

When the result of these experiments was brought before the Kingston board of education it was decided to adopt the vertical method, and authority was given to experiment in all the grades. The success of the experiments exceeded all expectations. In April, 1893, Mr. Newlands read a paper advocating the introduction of vertical writing at the "Ontario Educational Association" held at Toronto.

An exhibit of vertical writing from the Kingston schools made at the Columbian exhibition attracted the widest attention, and much discussion of it in educational journals followed. A plea for vertical writing by Mr. Newlands appeared in September, 1893, in the *Penman's Art Journal*, New York, which excited deep interest among teachers of writing and more discussion followed.

The World's Fair exhibit and the article in the *Penman's Art Journal* caused large numbers of educators from all parts of the United States and Canada to visit the Kingston schools to make investigations. It at once became evident to them that Mr. Newlands was a man capable of divesting himself of every

prejudice and of making a study of the whole subject of the most thoroly original and far-reaching character. Not only was the nature of writing and its proper place among school studies seen to have been misconceived in the past and the school methods and requirements entirely recast, but the handwritings of business men were carefully studied to determine the simplifications and modifications of the old letter forms which the business conditions bring about all unconsciously to the writers. In this way was reached, by original work of the highest order, the basis of "The Natural System" which has in the space of four years not only secured wide adoption in the country but established a standard which ought to govern the teaching of writing in the schools.

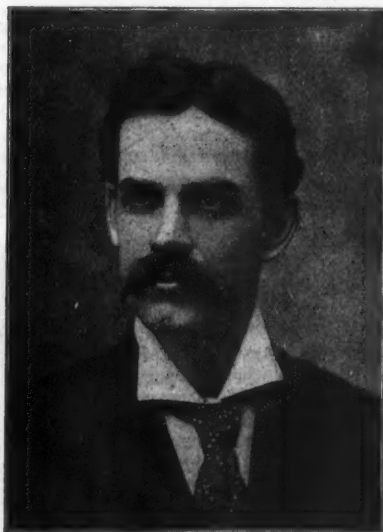
In August, 1898, Mr. Newlands was appointed to the staff of the government normal and model schools at Ottawa, Ontario, which position he now holds.

Dividing the responsibility for and sharing in the success of "The Natural System" was Mr. R. K. Row, also of Kingston, whose special studies in pedagogy enabled him to furnish to the investigation a valuable element. A rural school and private study prepared him for his first teaching in a common school near his home. After less than two years' experience he took, with much credit, the regular course in the Ottawa normal school. Still unsatisfied he spent a year and a half in the St. Catherine's Collegiate institute giving special attention to English and then took the full course, including honor natural science in Queen's university, Kingston. Besides his early common school experience he was for one term principal of the model school at Beamsville, one term in the St. Mary's Collegiate institute, and thirteen years principal of the training school, at Kingston, Ontario. Last January he was called to the vice principalship of the Toronto normal school.

Mr. Row has always been an ardent student of education has made long visits to educational centers in this country, has written articles for several of the leading educational papers, has given addresses at meetings of the National Educational Association, and of the American Institute, and has lectured upon educational topics in Chicago, Cleveland, Baltimore, and other cities.

His first work as an author was a book of "Graded Exercises in Arithmetic," soon followed by "Practical Language Training," a manual for teachers by which he is probably best known in Canada. Among United States educators he is probably most widely known as one of the early promoters of vertical writing and joint-author of the now well known, "Natural System" published by D. C. Heath & Company.

Long experience led him to the observation that the standard slant writing was difficult to acquire, that it was seldom retained even in the higher classes of the schools, that persons



Mr. R. K. Row, Toronto (Ontario) Normal School.

taking up business or literary pursuits almost always modified their hand to something quite different. When vertical writing was first proposed he thought it extreme and favored a compromise, but the most thoro tests and investigations proved the vertical to be the normal direction. The next step was the discovery that the reform is primarily one of position and pen-holding and that this led in succession to change in movement and direction, and in the essential character of the letter forms. Then it was found that a system of writing based upon the most natural position and movement, and consisting of the simplest possible letter forms was naturally more rapid as well as more legible than the slant writing. These conclusions once reached, the basis of the whole reform was made secure. That it has been worked out to a degree of simplicity and perfection seldom attained, the extraordinary success of "The Natural System" is proof.

Educational Trade Interests.

The school book publishers are likely to bless Assemblyman O'Connor if he gets his measure thru. After July 1, 1899, he wants all text-books that have been in use in Greater New York for more than six months to be burned. This holocaust is to the interest of health.

A very attractive circular concerning *Cyr's Readers* is issued by Ginn & Company. It is illustrated with portraits of American and English authors and glimpses of their homes. The text is made up largely of the opinions of leading educators regarding the *Cyr Readers*. The statements contained constitute a remarkable document in testimony to the skill and thought Miss Cyr has put into the compilation of her series.

The small daughter of a New York publisher was asked by her teacher, in connection with one of her lessons, to write the names of three minerals. Her answer was: "Vichy, Empire, and Soda."

The Blickensderfer Typewriter Company, has changed its quarters and is now in the big seven story building at 325 Broadway. The firm has added a department of desks and filing cabinets and their show room is as fine as any in New York. Mr. Turner, the manager, is much pleased with the change and says the "Blick" machine is popular in the schools.

J. M. Olcott & Company, of New York and Chicago, have been awarded the contract for school supplies in the schools of the state of Kansas for the next five years.

The book by Dr. Victor C. Bell on *How to Take Care of the Teeth* has been added to the supply lists of the boroughs of Brooklyn and Richmond.

The publication of the "Perry Pictures" made it possible for the children of this country to become acquainted with, and to own reproductions of the world's greatest works of art. More than twelve hundred subjects have been reproduced, and those are sold at only one cent each, postpaid, for twenty-five or more. Four beautiful samples of these pictures are offered for two two-cent stamps. The only way to appreciate their beauty is to see the pictures themselves. *The Perry Magazine* will aid teachers and parents in the use of pictures in the school and home.

Bahrenburg & Company have taken increased floor space at No. 29 Beekman street.

The David C. Cook Publishing Company, of Chicago, dealers in Sunday-school requisites, are issuing an attractive booklet descriptive of their plant. Their business has grown to enormous proportions. The *Young People's Weekly* has a circulation of 215,000. One of the phenomenal successes of the house was the prize story, "Titus: a Comrade of the Cross," a book which has had a sale of more than 600,000 copies in this country.

The Japanese government has just adopted a stringent copyright law for the protection of native and foreign authors. Plagiarists are severely punished.

The old firm of A. C. McClurg & Company, of Chicago, has been reorganized. There is no change of name. The capital stock amounts to \$600,000, of which Gen. McClurg holds over \$200,000, and F. B. Smith over \$100,000, the two partners therefore controlling the corporation. Early in June the firm will move into its fine new building, 215 Wabash avenue.

Thomas B. Mosher, of Portland, Me., has just issued seventeen designs by William Blake for Thornton's *Virgil*, reproduced from the original wood cuts of 1822.

Small, Maynard & Company have acquired from Copeland & Day the right to publish Arthur Stanwood Piers' forthcoming novel, "The Pedagogues," which will deal with the unfamiliar aspects of Harvard life as presented by the summer school.

August Brentano, senior member of the firm of Brentano's, died at Flushing, L. I., on May 10. He was a native of Indiana and was associated from his early boyhood with his uncle, who founded the house of Brentano. He was a very hard worker and gave all his energy to the maintenance of a high and intelligent standard of book-selling.

Mr. J. H. Brown, who has been for several years a representative of E. L. Kellogg & Company, will have charge of the book room at the Marthas Vineyard summer school. Thirty of the leading publishers are regular consignors, and all in all the M. V. S. I. book room contains each year the finest collection of pedagogical books ever placed in one room for sale. Mr. Brown is well fitted for this position as he has had about twenty years of successful experience in the book business and his acquaintance among teachers is very wide. He has made the book room a very attractive feature of the popular institute, and the large number of educational workers in attendance during the summer vacation appreciate the pains taken to give them an opportunity of examining the many pedagogical publications issued in this country.

Mr. H. T. Dawson, widely known as the general agent of the University Publishing Company, New York, is organizing a party from New York, New Jersey, and Pennsylvania to go to the N. E. A. meeting at Los Angeles via Lehigh Valley, Grand Trunk, Wabash, Missouri Pacific, Denver and Rio Grande, Rio Grande Western, and Southern Pacific R. R's., with brief stops at St. Louis, Kansas City, Pueblo, Manitou, Denver, and Salt Lake City. The return will be by diverse routes. A circular giving the itinerary and other information has been issued and may be obtained by addressing either one of the following persons: H. T. Dawson, 45 East 10th St., N. Y.; Miss Ella Kelly, 552 Monroe St., Brooklyn; Prin. Chas. O. Dewey, 747 Macon St., Brooklyn; Dr. John Melville, 724 Crescent St., L. I. City.

Houghton, Mifflin & Company have issued an admirable catalog of authors whose books they publish. The arrangement is by authors, their works being given in chronological order. There is also an exhaustive index by titles, with sure account of the origin and character of literary enterprises undertaken by the firm. The biographical sketches are brief—only long enough to satisfy the justifiable public curiosity about authors' personality. There are no portraits in the catalogs, excepting a frontispiece group of six of the principal figures in American literature, whose works the house publishes: Emerson, Longfellow, Whittier, Hawthorne, Lowell, and Holmes. A short history of the firm from the foundation of the printing house of Bolles & Houghton in 1849 down to the present year serves as a preface. (Another note of this catalog will be found under "Notes of New Books.")

The J. M. Sauder Company, of Philadelphia, manufacturers of school furniture, are doing a large and increasing business with schools in various parts of the country. In the city of Springfield, Mass., alone, they have received four large contracts during the last eighteen months. Their instantaneous, automatic, adjustable school furniture is proving to be very popular.

The Prang Educational Company will have three representatives abroad this summer in the interest of their house. One goes to Japan, one to Italy, and one to England.



SCHOOL-ROOM DECORATED FOR BIRD-DAY, Knoxville School, Pittsburg, Pa.
(Miss Ada K. Eiseman, Teacher).

The beautiful blackboard design will be recognized by many as a copy of the one published in *The Teachers' Institute* and also in *Primary School*.

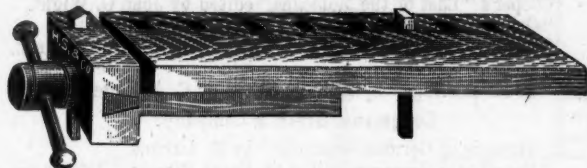
School Equipment.

Under this head are given practical suggestions concerning aids to teaching and arrangement of school libraries, and descriptions of new material for schools and colleges. It is to be understood that all notes of school supplies are inserted for purposes of information only, and no paid advertisement are admitted. School boards, superintendents, and teachers will find many valuable notes from the educational supply market, which will help them to keep up with the advances made in this important field.

Correspondence is invited. Address letters to *Editor of THE SCHOOL JOURNAL*, 61 East 9th street, New York city.

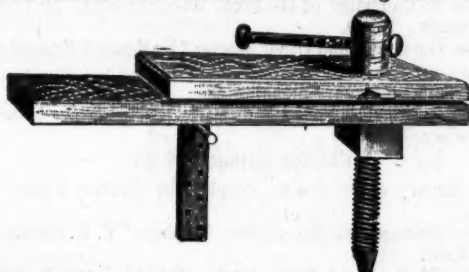
A New Vice and Carving Bench.

A piece of useful manual training apparatus is the new vise now on the market by Hammacher, Schlemmer & Co., N.Y. It is said to be the result of considerable experimenting and testing.



The firm believes that it is the most effective of any vise they have ever dealt in. The screw is powerful, the maple wood of which the woodwork is made is well seasoned and solid. The vise has a great range of adaptability and will fit almost anything.

Of somewhat the same sort is the new carving bench which



the same firm has announced in its catalogue, it is well worth looking into.

The Bell That Summons Us.

Few educators realize the importance of the bell. If the pupils are summoned to school by a harsh, jangling rattle-pan, the day has begun wrong. The tones of the school bell ought to be as clear and pure as those that assemble the worshipers in the holy quiet of Sabbath morning. We recognize the value of the best art in the school-room. The best pictures and statues are everywhere to be seen. In music, too, the bad and the weak have been remanded to the limbo of the dusty closet. Yet too often the school bell, instead of making music, emits a dismal clang.



There ought to be a certain sentiment about the bell. The pupil playing during the noon recess time ought to listen with a feeling of pleasurable expectancy for the tones that announce the beginning of the afternoon session. The ideal would be chimes so beautiful that the pupil would learn to listen for them. Chimes are of course out of the question on the ordinary school-house. The next best thing is a good bell of the newer sort—one such as shown by the subjoined cut that represents adesigns recently prepared by Beal and Daniels, of Northville, Mich. They can be recommended as being of ex-

cellent tone and well constructed. It is a good time now to begin to think of putting up modern bells on school buildings which have long been disgraced by half-cracked old tintinabula

Blackboard Outline Maps.

This is a new aid in teaching geography, ancient and modern history, geology, literature, and the classics. The device consists of a permanent outline of any desired section, painted upon blackboard cloth. This outline may be filled in with ordinary



crayon, and erased and filled in again, and hence its value is unlimited. Teachers of the above named subjects should not be without it. It is made and sold by J. S. Hammett Company, Boston and New York.

An Oil-Stone Rest.

The oil-stone is an invaluable accessory to all manual training work. Well sharpened tools are indispensable. The greatest trouble with the use of an oil-stone always has been its slipperiness. The subjoined cut represents an iron rest which is at once stable and inexpensive.

The iron box is set upon cork feet which insures it against



sliding. Inside is a felt bottom which should be kept soaked with oil. Kerosene is good enough. The oil-stone is thus always in the best condition, thoroly saturated. These boxes come in several sizes and should be in every shop. The stones supplied with them are of Indian composition, the best whetstone substance on the market. The appliance is supplied by Hammacher, Schlemmer & Company New York.

Acetylene Gas.

For purposes of lighting school-houses and other public buildings acetylene gas is coming into general favor. School boards considering the matter of introducing systems of lighting will do well to consider its claims. Some of the advantages are:

1. It is *absolutely safe*. Anything in the nature of an explosion is practically impossible, while hydraulic seals prevent even the slightest leakage of gas.
2. It is *economical*—cheaper than ordinary gas or kerosene.
3. The light is more than *thirteen times more brilliant than ordinary gas*, is *more restful to the eyes* than the electric light, and does not cause *tints and colors* to appear different than in daylight.
4. The light is much *more wholesome* than ordinary gas.
5. As the consumer *makes his own gas*, and makes only just as much as he requires, he is sure that he is paying for no more than he actually uses.
6. The apparatus requires *very little attention*. Once charged it is *self-acting*, the quantity of gas produced being regulated automatically and with absolute precision by the quantity of gas required.

A good acetylene gas apparatus is furnished by the Mechanical Engineering Construction Company, 63 Fifth Ave., N. Y.

Books Under Way.

Ginn & Company.

- "Odyssey, Book XII." Edited with introduction by Richard A. Minckwitz.
- "The Hippolytus of Euripides." Edited by J. E. Harry, Ph. D.
- "Lessons in Language," by H. S. Tarbell. (Revised edition.)
- "Caesar and Pompey in Greece." Selections from Caesar's Civil War, Book III. Edited by E. H. Atherton.
- "Peter Schlemihl," edited with introduction and notes by W. R. Alger.
- "Introduction to Rhetoric," by W. B. Cairns, of the University of Wisconsin.
- "Cyr's Fifth Reader," by E. M. Cyr.
- "First French Reader," by Adelaide V. Finch.
- "Sir Bevis: A Tale of the Fields," by Eliza Josephine Kelley.
- "Homer's Iliad, Books XIX.-XXIV," edited by Edward Bull Clapp, Ph.D.
- "Auszüge aus Luther's Schriften." Edited by W. H. Caruth.
- "Seume's Aus Meinen Leben." Edited by J. H. Senger.
- "Cynwulf's Christ," edited by Prof. Albert S. Cook.
- "La Grammaire. Comedy in one act by Eugene Labiche." Edited by H. S. Pratt, Ph.D.
- "Twelve English Poets," by Blanche Wilder Bellamy.
- "Seventeenth Century Lyrics." Edited by Felix E. Schelling.
- "Irving's Sketch-Book." Edited by Mary E. Litchfield.
- "Heidi." Translated from the German by Helen B. Dole.

The Macmillan Company.

- "Outlines of the Principles of Differential Diagnosis, with clinical Memoranda," by Frederick J. Smith.
- "A Short History of Freethought," by John M. Robertson.
- "Job," by Edgar C. S. Gibson, (in Oxford Commentaries.)
- "Sermon Preached at Ordination of Dr. Briggs," by Bishop Potter.
- "The Development of the English Novel," by W. L. Cross.
- "Child Life," by Etta Austin Blaisdell. 127 pages. 25 cents.
- "Collection of Poetry for School Reading," by Marcus White. 186 pages. 40 cents.
- "Elementary Physics and Chemistry," by R. A. Gregory and A. T. Simmons. 150 pages. 50 cents.
- "Precis d'Historie de France," by Alcee Fortier. 185 pages. 75 cents.
- "The Development of the Child," by Nathan Oppenheim, M.D. \$1.25.
- "The Study of Children and their School Training," by Francis Warner, M.D. \$1.00.
- "Hand-Book of Nature Study," by O. Lange. \$1.00.
- "A Laboratory Manual of Experimental Psychology," by Edward Bradford Titchener.
- "General Physiology," by Max Verworn.
- "The Gospel for a World of Sin," by Henry Van Dyke.
- "Educational Legislation and Administration of the Colonial Governments," by Elsie W. Clews.
- "European History, an Outline of its Development, by George B. Adams, of Yale.
- "Steam, Gas, and Oil Engines," by John Perry.
- "The Life and Letters of Archbishop Benson."
- "Cardinal Newman as Anglican and Catholic," by E. S. Purcell.
- "The Rogue's Comedy," by Henry Arthur Jones.
- "Naturalism and Agnosticism," by James Ward, of Cambridge university.

D. Appleton & Company.

- "The Races of Europe, a Sociological Study," by Prof. W. Z. Ripley.
- "Bohemian Literature," by Count Sutzow.
- "The Spanish Reader and Translator," by Miguel T. Tolon.
- "Imperial Democracy," by David Starr Jordan.

Potter & Putnam Company.

- "Vertical Script Reading Chart."
- "Wake-Robin, Series of Biography," Vols. I, II, III.
- "Stories of Starland."
- "The Classic Speller."
- "The Inductive Geography."

J. B. Lippincott Company.

- "Our Island Empire."
- "Taming of the Jungle," by C. W. Doyle.

Harper & Brothers.

- "Puerto Rico and its Resources," by William Dinwiddie. 375 pages.
- "Fur and Feather Tales," by Hamblen Sears. \$1.75.
- "Danish Fairy and Folk Tales," translated by J. Christian Bay. \$1.50.
- "Reminiscences," by Justin McCarthy.

D. C. Heath & Company.

- Racine's "Andromaque," edited by B. W. Wells of the University of the South.
- "Geschichten und Maerchen," edited by Lillian Foster.
- Cooper's "Last of the Mohicans," edited by John G. Wight.
- "Organic Education," by Harriet M. Scott.
- "Glimpses of Nature for Little Folks," by Katherine A. Griel. 103 pages. 30 cents.
- "Le Misanthrope," by Moliere, edited by C. A. Eggert.

Longmans, Green & Company.

- "Synopsis of German Grammar," by E. Althaus.
- "Easy Latin Passages, edited by Frank Ritchie. 187 pages. 75 cents.

Little, Brown & Company.

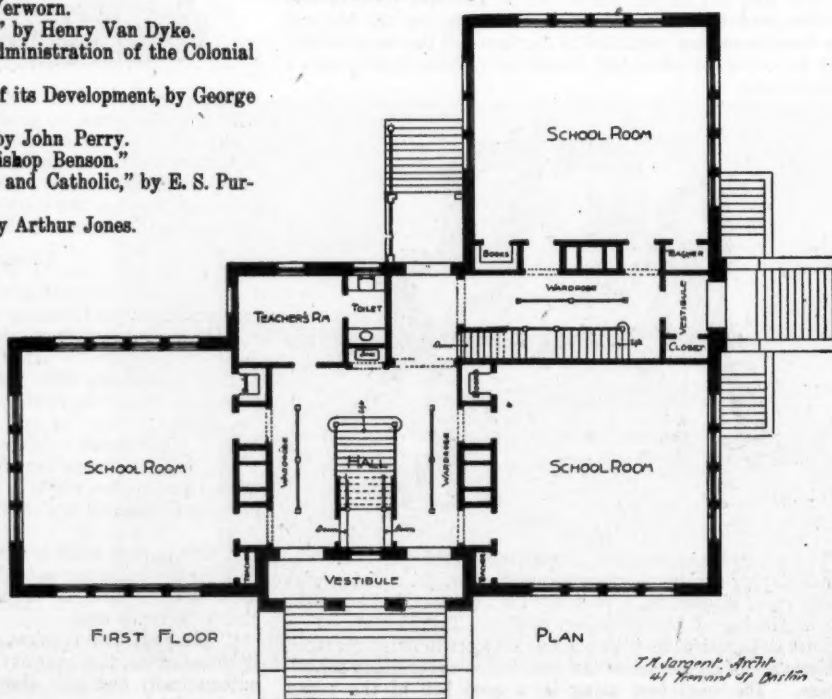
- "Stars and Telescopes; a Handbook of Popular Astronomy." 419 pages. \$2.00.
- "The Life of Nelson," by Capt. A. T. Mahan. 750 pp., \$3.00.
- "The '98 Campaign of the Sixth Massachusetts," by Lieut. F. E. Edwards. \$2.00.
- "Ten Times One, and Other Stories," by Edward Everett Hale. \$1.50.
- "In Vain," by Henry Sienkiewicz.
- "Pastor Nandies Young Wife," by Edouard Rod; translated by Bradley Gilman.

Charles Scribner's Sons.

- "A History of the Jewish People," by Charles Foster Kent. \$1.25.
- "The Messages of the Earlier Prophets," F. K. Sanders and C. F. Kent. \$1.25.
- "The Poetical and Prose works of Lord Byron," edited by Ernest Hartley Coleridge and R. E. Prothero. 12 vols. \$24.
- "Oliver Cromwell," by Samuel Rawson Gardner.
- "Cathedral Builders The Story of a Great Guild," by Leader Scott.
- "In Cuba with Shafter," by John D. Miley.

Houghton, Mifflin & Company.

- The Antigone of Sophocles," translated by George H. Palmer of Harvard University.



First Floor Plan.—Sanford Hanscom School, Somerville, Mass.

"The Prometheus of Aeschylus," translated by Paul E. More of Bryn Mawr College.

"Poems by Matthew Arnold," edited by Louise Imogen Guiney.

Oxford University Press.

British Anthologies," edited by Prof. Arber, of Oxford University.

Werner School Book Company.

"Grammar School Algebra" by W. M. Giffin, vice-principal Chicago Normal School.

B. H. Sanborn & Company.

Burke's "Speech on Conciliation," edited by Anna A. Fisher, of the University of Denver.

"Latin Composition Tablet," arranged by M. Grant Daniell.

New England Publishing Co.

Fisher's "Essentials of Geography," 30 cents.

Fisher's "Primary Arithmetic," 40 cents.

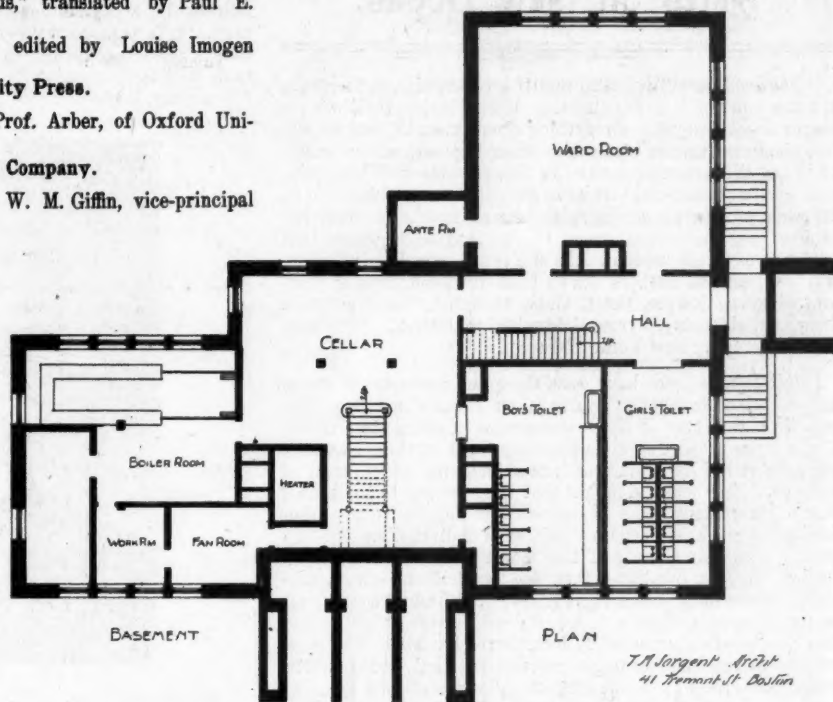
Henry Holt & Company.

"Talks to Teachers," by William James.

"Cyrano de Bergerac," classroom edition.

The Whitaker & Ray Company.

"Studies in Entomology," by H. Bland. 75 pages. 50 cents.



Basement Plan.—Sanford Hanscom School, Somerville, Mass.

New Books for Schools and Libraries.

This list is limited to the books that have been published during the preceding month. The publishers of these books will send descriptive circulars free on request, or any book prepaid at prices named. Special attention is given to all requests that mention THE SCHOOL JOURNAL. For Pedagogical Books, Teachers' Aids, School Library, and other publications, see other numbers of THE JOURNAL.

TEXT-BOOKS OF THE MONTH.

TITLE.	AUTHOR	PP.	BINDING.	PRICE.	PUBLISHER.
Julius Caesar	Prof. Henry Morley, Ed.	192	Paper	.10	Cassell & Co.
Palamon and Arcite	Percival Chubb, Ed.	159	Cloth		Macmillan Co.
Hamlet	Prof. Henry Morley, Ed.	192	Paper	.10	Cassell & Co.
Studies in Etymology	Henry Mead Bland	98	"		Whitaker & Ray
Collection of Poetry for School Reading	Marcus White	186	Cloth	.50	Macmillan Co.
The Wooster Primer	Lizzie E. Wooster	96	"		Crane & Co.
Child Life	E. A. Blaisdell and M. F. Blaisdell	127	Board		Macmillan Co.
History of the American Nation	Andrew C. McLaughlin	587	Cloth	1.40	Appleton & Co., D.
Selections from the Sources of English History	Charles W. Colby	326	"		Longmans, Green & Co.
History for Young Readers	Frederick A. Ober	285	"	.60	Appleton & Co., D.
Talks on Psychology and Life's Ideals	William James	304	"		Holt & Co., Henry
The Psychology of Reasoning	Alfred Binet	191	"		Open Court Pub. Co.
Glimpses of Nature for Little Folks	Katherine A. Griel	108	Board	.30	Heath & Co., D. C.
Essentials of Plane and Solid Geometry	Webster Wells	391	"	1.25	"
Practical Lessons in Algebra	Gilbert and Sullivan	32	Cloth		Smith Publishing Co., H. P.
Rational Elementary Arithmetic	H. H. Bellfield and Sarah C. Brooks	268	"	.45	Scott, Foresman & Co.
High School Hymnal	Irving Emerson	175	Board		Heath & Co., D. C.
Patriotic Songs for School and Home	John Carroll Randolph	200	"		Ditson Co., Oliver
Le Gendre De M. Porier	Stuart Symington, Ed.	95	Cloth		Holt & Co., Henry
El Si De Las Ninas	J. D. M. Ford	95	"		Ginn & Co.
Children's Song Serial	Gertrude Walker		Paper		Ditson Co., Oliver
	Elizabeth Walker				

LIBRARY AND MISCELLANEOUS BOOKS.

TITLE.	AUTHOR.	PP.	BINDING.	PRICE.	PUBLISHER.
James Russell Lowell and His Friends	Edward Everett Hale	302	Cloth	2.00	Houghton, Mifflin & Co.
Complete Poetical Works of John Milton	J. M.	414	"	2.00	"
Short History of the Italian Waldenses	Sophia V. Bompiani	175	"	1.00	Barnes & Co., A. S.
In Shakespeare's Days	N. C. Gillington	93	Paper		Curwen & Sons, J.
The Rescue of Cuba	Andrew S. Draper	186	Cloth		Silver, Burdett & Co.
My Recollections of Ohio	S. S. Packard	26	"		"
The Fight for Dominion	Gay Parker	316	"	1.50	Herrick & Co., E. R.
Neely's Panorama of our New Possessions	F. Tennyson Neely		Paper		Neely
Tales of Our New Possessions	R. Van Bergen	160	Board	.50	Whitaker & Ray
Tiverton Tales	Alice Brown	150	Cloth	1.50	Houghton, Mifflin & Co.
Mistress Content Cradock	Annie Eliot Trumbull	305	"		Barnes & Co., A. S.
The Market Place	Harold Frederic	401	"		Stokes & Co., F. A.
The Cable Story Book	Mary E. Burt, Ed.	176	"	.60	Scribner's Sons, Chas.
Through Nature to God	John Fiske	194	"	1.00	Houghton, Mifflin & Co.
From the Child's Standpoint	Florence Hull Winterburn	278	"		Baker & Taylor
Nursery Ethics	Florence Hull Winterburn	241	"		"
Teaching Truth	Mary Wood-Allen		Paper		Wood-Allen Publishing Co.
How to Plan the Home Grounds	S. Parsons	249	Cloth		Doubleday & McClure
American Monthly Magazine	Mary S. Lockwood, Ed.	1036	Paper		Nat. Society Daughters Am. Rev.
Catalogue of Authors		205	Cloth		Houghton, Mifflin & Co.

Notes on New Books.

It has been generally found that if a taste for good literature is formed in youth it remains thru after life, and that inferior matter is not enjoyed. Everything should then be done to provide children with the best books when impressions are easily made and the memory strong. To this end Marcus White, principal of the state normal-training school at New Britain, Conn., has made a *Collection of Poetry for School Reading* comprising some of the best short poems in our language—poems that would be of great benefit to the student if committed to memory. Among the authors drawn from are Hood, Bryant, Pierpont, Hemans, Cowper, Scott, Gray, Campbell, Poe, Tennyson, Browning, Macaulay, Byron, Goldsmith, and others. (The Macmillan Company, New York. 50 cents.)

Patriotic Americans have seen the great necessity of teaching in the public schools loyalty to our country and flag. Especially is this true of city communities in which there is usually a large proportion of foreigners. Each of these classes of new-comers has its prejudices and animosities which must be dropped. They must be taught that their loyalty to the United States government takes precedence over loyalty to any other institution and that until they have such undivided loyalty they are not American citizens of the truest type. This patriotic feeling has been inculcated thru the flag drill and school exercises; to our mind, however, it is developed best thru song such as found in the volume entitled *Patriotic Songs for School and Home*, selected and arranged by John Carroll Randolph. This large volume of two hundred pages contains national and patriotic songs exclusively; it is the largest collection of such songs we have yet seen. The unique arrangements of voice parts has been made in response to the urgent demand of experienced workers in the public schools. Wherever needed, the music has been transposed into keys that will accommodate young voices, by avoiding high notes in the soprano part, and, on the other hand, low notes in the bass part. (Oliver Ditson Company, Boston.)

For the devotional singing that should form a part of the musical exercises in every school the *High School Hymnal*, by Irving Emerson, will be found to be well adapted. This book has been compiled simply for school purposes and contains superior, unsectarian, and truly devotional hymns. Great labor and care have been bestowed upon adapting music to the words, and, while some of the standard old tunes are used, a greater portion of the music is new, or comparatively so, to American

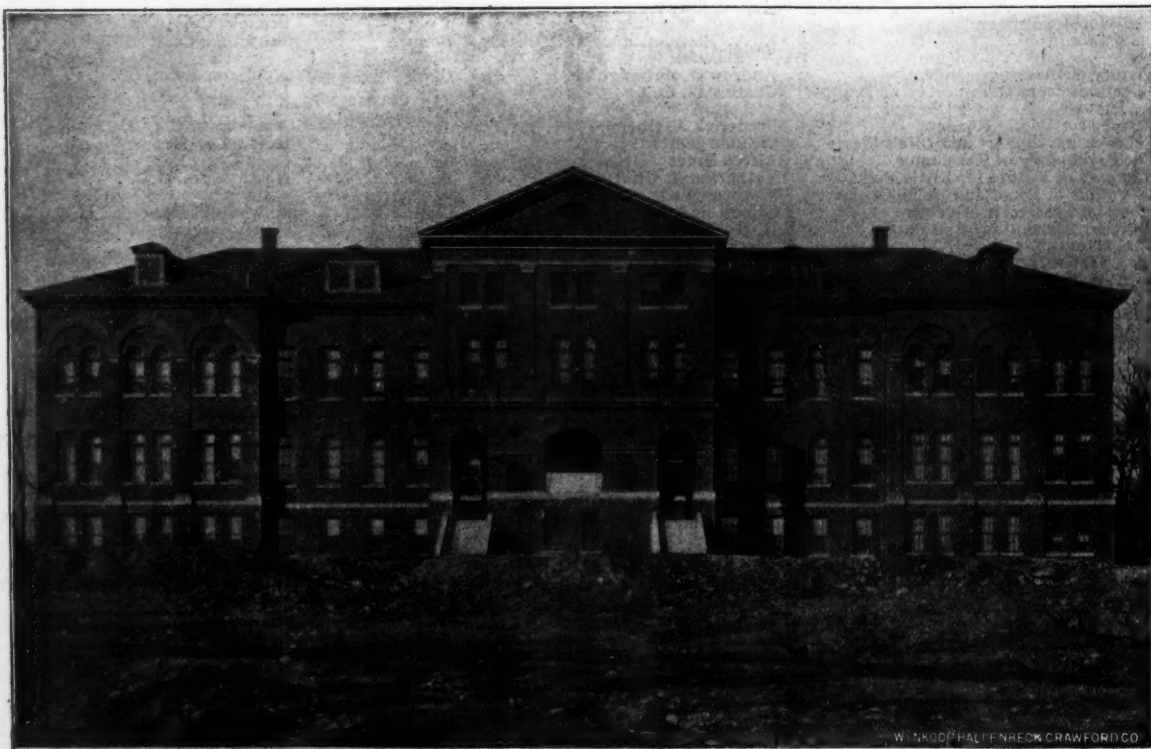
pupils. In the arrangement, wherever possible, a new tune is followed by a familiar one in the same meter on the opposite page. It is believed that every tune in the collection can be used in the school-room. In the last part will be found selections from the Scriptures for responsive readings. (D. C. Heath & Company, Boston.)



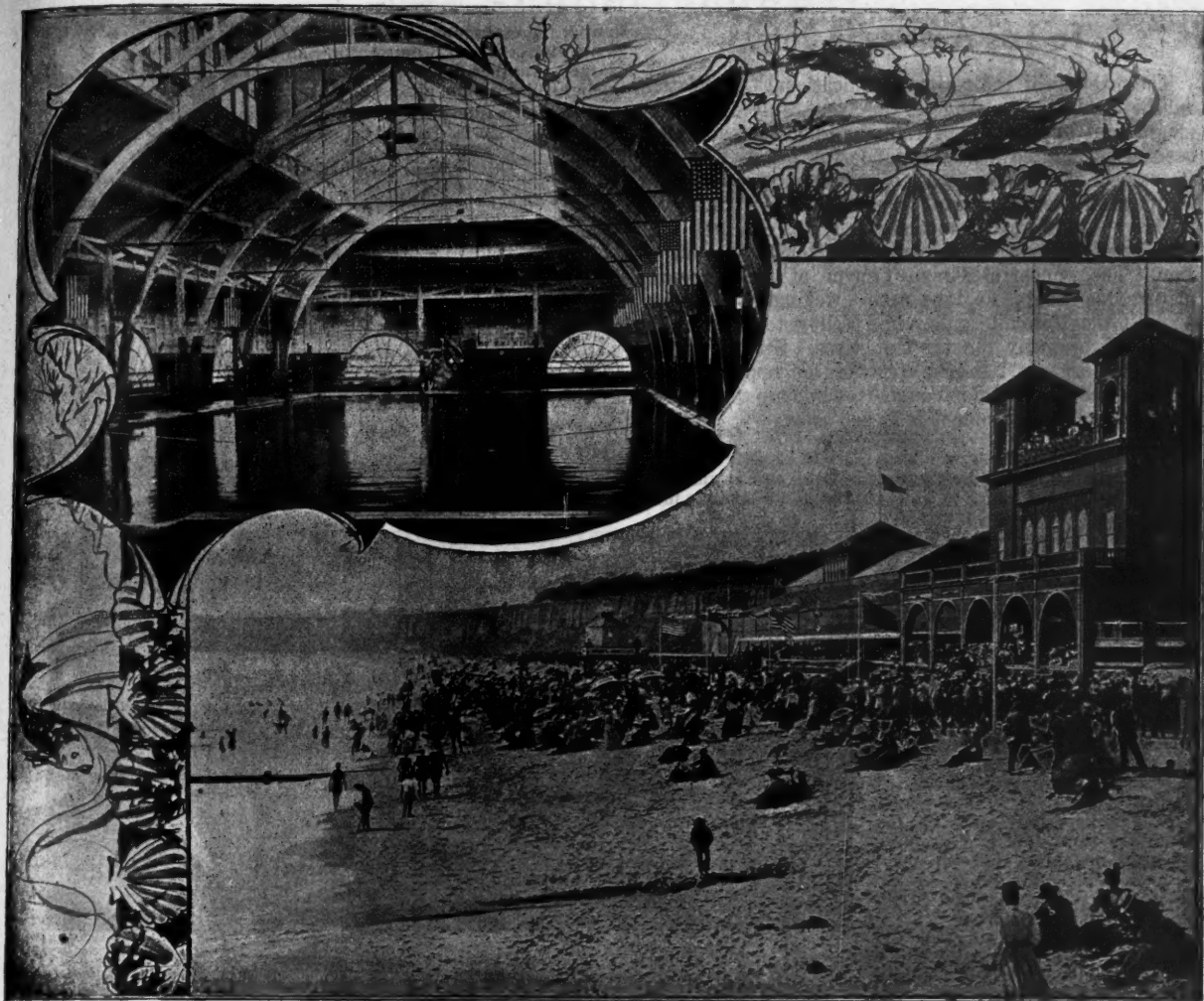
Assistant Supt. B. W. MURCH, of Washington, D. C.

He was for seven years the successful principal of a Washington public school. In his present position he has special charge of the financial affairs connected with the schools of the District.

Roentgen Rays; edited by George F. Barker, LL.D., Professor of Physics in the University of Pennsylvania. This, the third volume of Harper's Scientific Memoirs, consists of Prof. Roentgen's original papers, followed by Sir G. G. Stokes' lecture upon the nature of the rays, and Prof. J. J. Thomson's theory of their production. Prof. Roentgen discovered the existence of the peculiar undulations now known as the X-rays, and he showed their penetrative power by producing shadow outlines of objects which absorb them. He carried the work out to practical applications as in photographing bones of living animals. Dr. Stokes shows that the rays possess the nature of a forward impulse, one side of which is positive and the other negative.



State Normal School, Jamaica, New York. Established 1893; opened 1897.



Scene at Santa Monica, 18 miles from Los Angeles.

Prof. Thomson points out the fact that they result from the action of the radiations from the negative electrode of a Crookes' Tube upon the glass, the so-called Cathode rays, as they strike the wall of the tube. The point in the glass becomes a center from which the X-rays radiate in various directions.

Glimpses of Nature for Little Folks is a series of lessons prepared by Katherine A. Griel, of the training department of the state normal school at California, Pa. Much of this little book is the result of one year's work in the first grade. The pupils were led to express their thoughts which were suggested by the specimens brought to the class. Illustrations of these are given in connection with the lessons, many of which are in color. In many cases the sentences are in the pupil's language. The lessons are intended to be used for supplementary reading in the second half of the first year and the first half of the second year. (D. C. Heath & Company, Boston. 30 cents.)

Some advice on *Going Abroad* is a most practical little book by Robert Luce. It is in itself delightful reading and its perusal is sufficient to make the reader very desirous of a trip across the water. And it tells the would-be traveler exactly what to do to get ready to go, how to purchase tickets, what steamers and what berths to select, what to wear on board steamer and on the other side, what luggage is a necessity and what a luxury, where to go, what to see and how to see it—in fact, this most practical little book tells everything that you think you ought to know before going abroad, and in addition a thousand and one things that you ought to know but have never thought of. The first thing a person intending to spend all or a part of the summer in Europe should do is to become the owner of this book. (Robert and Linn Luce, publishers, Boston. Paper covers, price, 50 cents.)

The splendid genius of John Milton revealed itself in works that never were and never will be generally popular, yet there is plenty in them to reward one who is willing to bestow on them thought and attention. The rolling music of his verse and the grandeur of his imagery cannot fail to attract the true

lover of poetry. The *Cambridge Edition of Milton*, edited by Horace E. Scudder, is a good one for the student who wishes the complete works of the poet at a moderate price. The essay by William Vaughn Moody gives an idea of the large share Milton played in literature and politics. The text in this book follows in general the edition of 1645 for the poems covered by that edition, that of 1667 for "Paradise Lost," that of 1671 for "Paradise Regained" and "Samson Agonistes." As to spelling and capitalization a compromise has been attempted between modernization and complete adherence to the originals. The frontispiece is a portrait of John Milton and the title page has a picture of Milton's home, Chalfont, St. Giles. (Houghton, Mifflin & Company, Boston and New York. \$2.00.)

The handsome *Catalog of Authors* whose works are published by Houghton, Mifflin & Company indicates the extent and importance of the contributions to the world's supply of good books of this important firm. It is a handsome, cloth-bound volume of 205 pages in which hundreds of volumes are cataloged and brief biographical notes of all the authors are given; also a history of the firm.

It seems hardly necessary to call attention to the high quality of the publications of Houghton, Mifflin & Company. In the past they have secured the best, and they are adding year by year to their list of authors many of the most promising writers of the country. The frontispiece shows the portraits of six great authors whose complete works are published only by this firm, viz., Emerson, Holmes, Longfellow, Lowell, Whittier, and Hawthorne.

The several libraries and series will be found in alphabetical order at the close of the catalog, as well as the groups of anthologies, professional books, and periodicals. Among the latter we should mention the *Atlantic Monthly*, which has maintained its high literary quality thru all the vicissitudes in the history of magazine literature. We would remind teachers and school officers of the opportunity this catalog offers of selecting a school library from the best and most appropriate books.

To Los Angeles in July.

The meeting of the National Educational Association will be held at Los Angeles this year, July 11-14. A magnificent opportunity is thus afforded to teachers to become acquainted with the wonderful beauties of the states near the western coast of our country. One fare will pay for the round trip. This is the best rate ever made by the railroad companies and it is expected that over twenty thousand teachers will attend the convention. The wonderful Grand Canyon of the Colorado, picturesque Santa Fe, the cave dwellings, the Indian pueblos, the Yosemite valley and Yellowstone park will be visited by many for the first time. Several parties have been organized to give teachers an opportunity to travel economically and in congenial company where their comfort and entertainment is looked after.

One party just forming will leave New York City via New York Central R. R., and go by way of Michigan Central R. R. (taking in Niagara Falls, to Chicago, and there take the most direct route to Los Angeles (the Atchison, Topeka, and Santa Fe railroad). The return will be by the Northern Pacific. The cost of the trip including the national park excursion and all expenses for sleeper, meals, hotels, etc., need not exceed \$230. Those who cannot take in the Yellowstone will get along most comfortably on \$180. The attractions along the Santa Fe are unsurpassed. There will be short side-trips to the Grand Canyon and the Petrified Forest, a stop at Santa Fe, visits to cave-dwellings, to Indian pueblos, etc. The dining service is especially good on this road. In short, the trip promises to be a delightful one in every respect. The attractions of the Northern Pacific have been briefly described in these pages.

All who wish to go with this party from New York city or join it at either Albany, Buffalo, Chicago, Kansas City, or stations along the route, are requested to write to Ossian H. Lang, 61 East Ninth St., New York.

Another party will leave New York city July 1, at 2 P. M., for a trip that will cover a distance of 8,260 miles. The start will be made from Jersey City via the Pennsylvania railroad, passing over the Horse Shoe Curve and the Alleghany mountains. From Chicago the party will go via the Chicago and Northwestern road. There will be a short stopover in Omaha and a day will be spent in Denver and the Garden of the Gods. After passing by daylight thru the Royal Gorge, the Grand Canyon of the Arkansas river, a day will be spent at Salt Lake. The party will reach Los Angeles July 11, to remain three days.

The return trip of both parties will be by way of the Northern Pacific railroads, with a stopover in San Francisco of two days, and a one day's stay at Portland. At Livingston the party will divide, those who return directly continuing on the Northern Pacific to St. Paul and thence going via the Northwestern road to Chicago, with a stopover of a day at Minneapolis and the Falls of Minnehaha. This party reaches New York July 26. Those who make the tour of Yellowstone park will return to New York Tuesday, August 1. Arrangements will be made for any who desire to remain a longer time in California and return independently by any diverse route.

On all railroads west of Chicago meals will be served *a la carte* on the trains or at the stations. The excursion will be personally conducted over the entire route, and the services of experienced railroad representatives will insure every attention for the comfort and pleasure of both parties.

Further information concerning this party may be obtained either from Ossian H. Lang, 61 East Ninth St., New York, or from Associate Superintendent W. A. Campbell, 222 Quincy St., Brooklyn, N. Y. Mr. Campbell will personally conduct the party leaving July 1, and returning August 1.

The cars of the second party will be available for sleeping at all times except during the stay at San Francisco. The entire cost for the round trip excursion ticket, including one double sleeping car berth, is \$155.

Both parties leave on July 1; the one conducted by Supt. Campbell at 2 P. M.; the one in charge of Mr. Ossian H. Lang at 6 P. M.

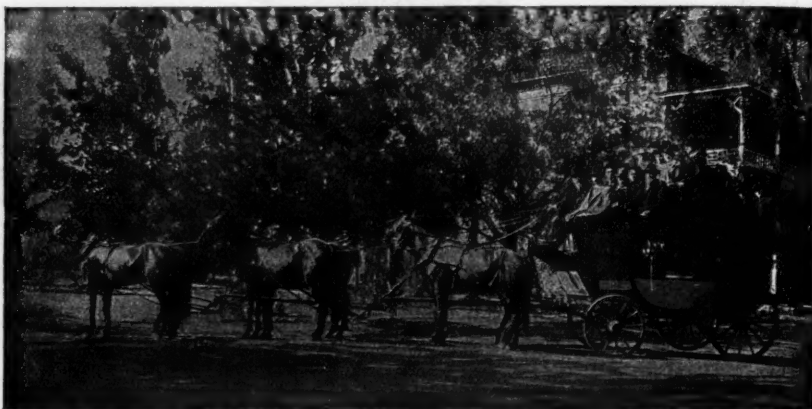
Those wishing to go later can be booked with either of several parties. One party leaving July 5, by special train

under the management of Mr. A. S. Downing, from New York city via New York Central, and Santa Fe promises to be very large. Another to go over the Missouri Pacific has arranged a delightful program, etc., etc.

For information concerning railroads, excursion parties, etc., address Ossian H. Lang, 61 East 9th St., New York city.

ITINERARY OF PARTY NO I.

Leave Grand Central Station, New York, July 1	6 P. M.
Arrive at Buffalo, July 2	6 A. M.
" Niagara Falls, about	7 "
" Chicago, July 2	8:55 P. M.
Leave Chicago, July 2	10 P. M.
(Via Atchison, Topeka & Santa Fe)	
Arrive at Kansas City, July 3	10:20 A. M.
Leave Kansas City, July 3	10:50 A. M.
Arrive at Santa Fe, July 4	7:15 P. M.
(Spend night in Sleeper)	
Sight seeing in Santa Fe, and visits to Indian Pueblos	
July 5	
Leave Santa Fe, July 5	3:50 P. M.
Arrive at Flagstaff, July 6	9:30 A. M.



"ALL ABOARD FOR THE ORANGE GROVES"

National Educational Association meets at Los Angeles, Cal., July 11-14, 1899.

Visits to Box Canyons, San Francisco mountain, Cliff and Cave Dwellings, July 6

(Spend night in sleeper.)

Leave Flagstaff, July 7	9:30 A. M.
Arrive Los Angeles, July 8	8:30 A. M.

In time for sessions of National Council of Education and before crowds arrive, thus affording members of the party a splendid opportunity for sight seeing in and around Los Angeles, and comfortable location and better attention of members of the local committee and many other advantages that accrue to those who arrive before the convention.

The majority of visitors to Los Angeles will probably want to visit the Grand Canyon. Those who wish to do this on the outgoing trip can join a party leaving Flagstaff on July 7, and returning in time to take the train on July 10, at 9:30 A. M., arriving at Los Angeles July 11, at 8:30 A. M., in ample time for the opening of the convention.

The return trip can be made by any route desired. Those who remain with the party will go by the Shasta and Northern Pacific. They will stop at San Francisco, with side trips for those who desire them to the wonderful Yosemite valley and Yellowstone park. More detailed information can be obtained by writing to Ossian H. Lang, 61 East 9th St., New York city.

The following is the announcement of standard time on the Northern Pacific Railroad:

All divisions and branches east of Mandan, Dak., "Central," or 90th meridian time, which is the time adopted at St. Paul and Chicago. Between Mandan and Hope, Idaho, "Mountain," or 105th meridian time, which is one hour earlier than "Central" time. All trains west of Hope are run on "Pacific," or 120th Meridian time, which is one hour earlier than "Mountain" and two hours earlier than "Central" time.

Do not put off the duty that ought to be done to-day. If your blood is out of order take Hood's Sarsaparilla at once.

THE SCHOOL JOURNAL

(Established 1870), published weekly at \$2.00 per year, is a journal of education for superintendents, principals, school boards, teachers, and others who desire to have a complete account of all the great movements in education. We also publish THE TEACHERS' INSTITUTE, monthly, \$1 a year; THE PRIMARY SCHOOL, monthly, \$1 a year; EDUCATIONAL FOUNDATIONS, monthly, \$1 a year; OUR TIMES (Current Events), semi-monthly, 50 cents a year; ANIMALS, monthly, \$1.50 a year; and THE PRACTICAL TEACHER, monthly, 30 cents a year. Also Books and Aids for teachers. Descriptive circular and catalog free. E. L. KELLOGG & CO. 61 E. Ninth Street New York.

The Santa Fe Route.

The trip to Los Angeles via Santa Fe is one that the teacher who is in search of experiences will do well to consider. The Santa Fe route is convenient, short, well-equipped and all that. Not on that account, however, ought the prospective visitor to Los Angeles to think of crossing the great desert, at least one way, over New Mexico and Arizona, but because he will have opportunity on that route to see some of the most unusual features of American landscape.

It would be a mistake to call the country thru which the Santa Fe route passes charming. There are plenty of charming bits—historic towns, with quaint adobe houses; pueblos perched high on mountain sides, little irrigated patches where the most brilliant green contrasts with the gray and white of the background. Yet the general character of the landscape is one of awe rather than of charm. It is a land that fascinates by reason of its very uncountness; people who have become accustomed to live in it, seldom can be persuaded to settle elsewhere. After Arizona pretty pastoral scenery seems unendurably tame.

In New Mexico man as well as nature will interest every traveler. Santa Fe is a queer mixture of a medieval Spanish and a progressive American town. Its palace stretches back into real antiquity, to a time when the zealous Friars of St. Francis were exhorting throngs of dimly comprehending heathen and when the mailed warriors of Coronado were telling stories of frightful ogres who dwelt in the surrounding wilderness. The whole town is full of historic interest.

Then, too, there are the pueblos—queer abodes of a queerer people. The other Indians have become for the most part degenerate; the pueblo Indians alone realize in some degree the Indian of romance. Many a student has tried to study them, settling among them and studying their ways and language. Yet they remain the most reserved, the most isolated of all the inhabitants of earth. They live a life that is outwardly peaceful and ordinary, but what rich mysticism, what depth of feeling there is in their inner life a thousand indications suggest but do not explain.

Probably the greatest attraction of the Santa Fe route to the average tourist is the Grand Canyon of the Colorado. Formerly it was at once a privilege and a herculean task to visit this. Now it is a privilege and an unalloyed pleasure. You stop off at Flagstaff and take a stage which rolls easily for sixty-five miles across an arid but level country. Then you are suddenly on the brink of perhaps the grandest scene in the world. Like Niagara

the Grand Canyon always surpasses expectation. Figures can of course convey no sense of the grandeur of the scene, which has been the wonder and despair of whole generations of artists.

The trip to the canyon is made in eleven hours and there are excellent accommodations at the verge. It pays to stay two or three days and to view the canyon from various points and under various effects of light.

Other attractions reached from Flagstaff are the prehistoric cliff and cave dwellings, nine miles distant; the summit of the San Francisco peaks, 13,000 feet high and eleven miles distant; and extinct craters and extraordinary rivers of ancient lava-flow. It is a field of unique interest for the geologist, and unrivaled in scenic grandeur.

Stop-overs will be allowed at Flagstaff on thru sleeping cars as well as on railroad tickets, so that no extra charge for sleeper accommodations will be entailed. The fare from Flagstaff to the canyon is fifteen dollars.

The approach into California is startling thru its grim desolateness. After crossing the Colorado—in its lower stretches a very ordinary stream—the tourist is whirled into the most hopeless waste in America, a drear stretch of sand and alkali with occasional patches of black lava. Not even the cry of a wolf breaks the grim silence. At last, however, the train emerges thru the Cajon Pass into the Pacific slope. Even here the desert is not at an end, but it is varied with fertile spots where the tourist can almost pluck oranges and apricots from the car window.

Then comes the inspiring run along the base of the Sierra Madre mountains into Los Angeles, the city of the angels.

It can readily be seen that if one goes out via Santa Fe and returns via Ogden, we can see the Southwest, including the Grand Canyon and the Northwest, including Salt Lake City and the Yellowstone Park—a combination never before possible on a single journey to the Pacific coast.



Birdseye View of Santa Fe.

A "New" Trigonometry.

Speaking of Phillips and Strong's "Elements of Trigonometry," Prof. F. N. Gilley, of the Chelsea High School, says: "*Your trigonometry is the only new trigonometry in the last half century.*" The treatment throughout is logical and natural, combining simplicity and directness. In the Spherical Trigonometry, photo-engravings of models are used. Essential points are emphasized, and carefully selected exercises are given at frequent intervals.

HARPER & BROTHERS, Publishers, NEW YORK CITY. General Agents for the introduction of Harper & Brothers' Educational Works: W. S. Russell, 203-7 Michigan Avenue, Chicago, Ill.; Amasa Walker, 112 Boylston Street, Boston, Mass.

Genung's Rhetoric, Ginn	Rolfe's (7), Harper	Hornbrook's Geom., A.B.C.	Alger's Pe er Schlemihl, Ginn	Fiske's, H. M.
Tompkins' Discourse, Ginn	Rolfe's Shakespeare, Harper	White's Geom., A.B.C.	Harris (2), D. C. H.	Dodge's Civil War, A. S. R.
Calvin's Forms of Discourse, Ginn	Rolfe's Select Eng. (6), Harper	Warrar's Integ. Calc., Ginn	Joyner's Measurer Gram., Ginn	Barnes' Popular, A. S. R.
Newcomer's Comp., H. M.	Student's Series (36), L. S.	Raymond's Surveying, Ginn	Joy's Reader, Macm.	Higginson's, L. G.
Sates Writing Eng., Scribner	Baldwin's (4), S. B.	Crockett's Trig. (3), Ginn	Hewitt's Ger. Reader, Macm.	Epoch of Am. Hist. (3), L. G.
Wendell's Comp., Scribner	Bradley's, A. & B.	Wells' Geom. (3), Ginn	Liebmann's German Primer, L. G.	Johnston's, Scribner
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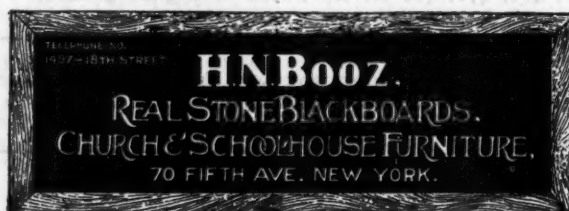
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San Carlos will erect school-house at Indian agency. Write W. A. Jones, commissioner Indian affairs, Washington, D. C.

CANADA.

Merlin (Ont.) will build school in section No. 3, Tilbury East. Write Henry Sales. Chatham (Ont.) will erect school in Chatham township. Write J. L. Wilson & Son, archs.

Moosemin (N. W. T.) will erect school. Write J. A. Ellis, arch., Toronto, Ont.

Prince Albert (N. W. T.) will build school. Write J. A. Ellis, arch., Toronto, Ont.

COLORADO.

Denver will build addition to manual training school. Write R. Roeschlaub, arch., 52 & 53 King block.

CONNECTICUT.

Shelton will build addition to the Ferry district school.

Hartford will erect school-house in North-east district. Write G. H. Gilbert, arch., 67 Willard street.

Shelton will build addition to Ferry district school.

DISTRICT OF COLUMBIA.

Washington will erect school. Write J. B. Wright, president.

IOWA.

Mt. Auburn will build school in district No. 7. Write W. E. Fulkerson, arch., Cedar Rapids.

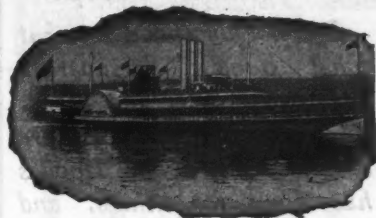
Des Moines will build addition to Oak Park school.—Drake university will erect a college building.—Will erect schoolhouse. Write W. R. Parsons & Son Co., archs.

Washington will erect high school.—Will build ward school. Write Weary & Hahn, archs., Freeport, Ill.

Oskaloosa will build addition to third ward school. Write F. E. Wetherell, arch. Prairie City will erect school in Des Moines twp.

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ASSETS.....	\$9,585,522.05	\$22,020,448.27	\$12,409,926.22	129.36
AMOUNT INSURED.....	\$49,480,584.00	\$115,678,488.00	\$66,197,899.00	133.79
SURPLUS.....	\$755,527.61	\$1,959,508.16	\$1,203,976.55	159.36

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Assets, Dec. 31, 1898, \$22,035,448.27 Liabilities, \$20,075,945.11 Surplus, \$1,959,503.16

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CONDENSED STATEMENT FOR 1898

Income.....	\$55,006,629.43
Disbursements.....	35,245,038.88
Assets, Dec. 31, 1898.....	277,517,325.36
Reserve Liabilities.....	233,058,640.68
Contingent Guarantee Fund.....	42,238,684.68
Dividends Apportioned for the Year.....	2,220,000.00
Insurance and Annuities in Force.....	971,711,997.79